

Virginia

A Correlation of

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to the  
**2016 Mathematics Standards of Learning and Curriculum Framework  
for Virginia Public Schools  
Kindergarten**

**Mathematics Textbook Correlation to the  
2016 Kindergarten Mathematics Standards of Learning and Curriculum Framework**

<b>Publisher</b> Savvas Learning Company	<b>Text</b> enVisionmath2.0 Virginia Kindergarten	<b>Copyright date</b> 2019
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<b>2016 Kindergarten Mathematics Standards of Learning</b>	
<b>STANDARD</b>	<b>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>
K.1            The student will	
a)            tell how many are in a given set of 20 or fewer objects by counting orally; and	<b>ATE:</b> 7A–12, 25A–30, 31A–36, 43A–48, 49A–54, 139A–144, 151A–156, 543A–548
b)            read, write, and represent numbers from 0 through 20.	<b>ATE:</b> 19A–24, 37A–42, 145A–150, 157A–162, 169A–174, 519A–524, 525A–530, 531A–536

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<p>K.2            The student, given no more than three sets, each set containing 10 or fewer concrete objects, will</p>	
<p>a)    compare and describe one set as having more, fewer, or the same number of objects as the other set(s); and</p>	<p><b>ATE:</b> 91A–96, 97A–102, 103A–108, VA8B (Activity 1), VA8B (Activity 2), 207A–212, 219A–224, 231A–236</p>
<p>b)    compare and order sets from least to greatest and greatest to least.</p>	<p><b>ATE:</b> VA8B (Activity 3), 225A–230</p>

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K.3            The student will	
a)            count forward orally by ones from 0 to 100;	<b>ATE:</b> 61A–66, 537A–542, 631A–636, 643A–648, 649A–654, 655A–660, 661A–666, 669–670
b)            count backward orally by ones when given any number between 1 and 10;	<b>ATE:</b> VA8B (Activity 4), VA36B (Activity 9), VA36B (Activity 10), VA11A–VA14
c)            identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10; and	<b>ATE:</b> VA36B (Activity 11), VA36B (Activity 12)
d)            count forward by tens to determine the total number of objects to 100.	<b>ATE:</b> 637A–642, 643A–648, 669

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K.4            The student will	
a)            recognize and describe with fluency part–whole relationships for numbers up to 5; and	<b>ATE:</b> 335A–340, 351–352, 435A–440, 441A–446, 447A–452, 453A–458, 497–498
b)            investigate and describe part–whole relationships for numbers up to 10.	<b>ATE:</b> 175A–180, 293A–298, 299A–304, 349–352, 371A–376, 407A–412, 421–424, 483A–488

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K.5      The student will investigate fractions by representing and solving practical problems involving equal sharing with two sharers.	<b>ATE: VA31A–VA34</b>

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<p>K.6            The student will model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects.</p>	<p><b>ATE:</b> 293A–298, 305A–310, 349–352, 365A–370, 371A–376, 389A–394, 401A–406, 421–424</p>

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<p><b>K.7</b>      The student will recognize the attributes of a penny, nickel, dime, and quarter and identify the number of pennies equivalent to a nickel, a dime, and a quarter.</p>	<p><b>ATE:</b> VA25A–VA28</p>



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K.8            The student will investigate the passage of time by reading and interpreting a calendar.	<b>ATE: VA21A–VA24</b>

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<p><b>K.9</b>      The student will compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder), volume (more, less), and time (longer, shorter).</p>	<p><b>ATE:</b> 805A–810, 811A–816, 817A–822, VA17A–VA20, 823A–828, 835A–840, 843–844, VA21A–VA24</p>

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K.10      The student will	
a)      identify and describe plane figures (circle, triangle, square, and rectangle);	<b>ATE:</b> 685A–690, 691A–696, 697A–702, 735–738, 749A–754, 773A–778, 779A–784, 793–794
b)      compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle); and	<b>ATE:</b> VA36B (Activity 13), VA36C (Activity 14), 691A–696, 697A–702, 715A–720, 735–738, 749A–754, 793–794
c)      describe the location of one object relative to another (above, below, next to) and identify representations of plane figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.	<b>ATE:</b> 691A–696, 697A–702, 715A–720, 721A–726, 727A–732, 735–738, 749A–754, 773A–778

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K.11            The student will	
a)                collect, organize, and represent data; and	<b>ATE:</b> 255A–260, VA8C (Activity 6), 261A–266, 267A–272, 275–276, VA3A–VA6
b)                read and interpret data in object graphs, picture graphs, and tables.	<b>ATE:</b> VA3A–VA6, VA8C (Activity 7), VA8C (Activity 8)

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<p>K.12            The student will sort and classify objects according to one attribute.</p>	<p><b>ATE:</b> 249A–254, VA8C (Activity 5), 255A–260, 261A–266, 267A–272, 275–276, VA36C (Activity 14), VA3A–VA6</p>

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<p>K.13      The student will identify, describe, extend, create, and transfer repeating patterns.</p>	<p><b>ATE:</b> VA29–VA30, VA36C (Activity 15), VA36C (Activity 16)</p>