



Symphony Math[®] Correlation

Virginia Mathematics Standards of Learning

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Grade	Content Strand	#	Description	Module	Activity	Levels
K	Number & Number Sense	K.1	The student, given two sets containing 10 or fewer concrete items, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.	Quantity	Manipulatives	1-3
K	Number & Number Sense	K.2	The student, given a set containing 10 or fewer concrete items, will tell how many are in the set by counting the number of items orally; select the corresponding numeral from a given set; and write the numeral to tell how many are in the set.	Quantity	Manipulatives & Symbols	1-3
K	Computation & Estimation	K.6	The student will add and subtract whole numbers, using up to 10 concrete items.	Addition & Subtraction	Manipulatives	1-3
1	Number & Number Sense	1.1	The student will count objects in a given set containing between 1 and 100 objects and write the corresponding numeral.	Place Value	Manipulatives & Symbols	13
1	Number & Number Sense	1.2	The student will group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.	Place Value	Manipulatives & Symbols	13
1	Number & Number Sense	1.4	The student will recognize and write numerals 0 through 100.	Place Value	Symbols	1-14
1	Computation & Estimation	1.7	The student, given a familiar problem situation involving magnitude, will a) select a reasonable magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, and 500); and b) explain the reasonableness of his/her choice.	Place Value	Symbols	10
1	Computation & Estimation	1.8	The student will recall basic addition facts - i.e., sums to 10 or less - and the corresponding subtraction facts.	Addition & Subtraction	Symbols	1-3

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1	Computation & Estimation	1.9	The student will create and solve story and picture problems involving one-step solutions, using basic addition and subtraction facts.	Addition & Subtraction	Word Problems	1-3
2	Number & Number Sense	2.1	The student will a) read, write, and identify the place value of each digit in a three-digit numeral, using numeration models; and b) round two-digit numbers to the nearest ten.	Place Value	Manipulatives & Symbols	16-17
2	Number & Number Sense	2.2	The student will compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (greater than, less than, or equal to).	Place Value	Symbols	18
2	Computation & Estimation	2.6	The student will recall basic addition facts - i.e., sums to 18 or less - and the corresponding subtraction facts.	Addition & Subtraction	Symbols	1-14
2	Computation & Estimation	2.7	The student, given two whole numbers whose sum is 99 or less, will estimate the sum; and find the sum, using various methods of calculation (mental computation, concrete materials, and paper and pencil).	Multi-Digit Addition & Subtraction	All	1,2,5,6,9,10,13,14
2	Computation & Estimation	2.8	The student, given two whole numbers, each of which is 99 or less, will estimate the difference; and find the difference, using various methods of calculation (mental computation, concrete materials, and paper and pencil).	Multi-Digit Addition & Subtraction	Symbols	3,4,7,8,11,12,15,16
2	Computation & Estimation	2.10	The student, given a simple addition or subtraction fact, will recognize and describe the related facts which represent and describe the inverse relationship between addition and subtraction (e.g., $3 + _ = 7$, $_ + 3 = 7$; $7 - 3 = _$, and $7 - _ = 3$).	Addition & Subtraction	Symbols	4,9,15
2	Patterns, Functions, & Algebra	2.26	The student will solve problems by completing a numerical sentence involving the basic acts for addition and subtraction. Examples include: $3 + _ = 7$, or $9 - _ = 2$. Students will create story problems, using the numerical sentences.	Addition & Subtraction	Word Problems	1-14
3	Number & Number Sense	3.4	The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. Students will use these relationships to solve problems such as $5 + 3 = 8$ and $8 - 3 = _$.	Addition & Subtraction	Symbols	4,9,15

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3	Computation & Estimation	3.8	The student will solve problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping, using various computational methods, including calculators, paper and pencil, mental computation, and estimation.	Multi-Digit Addition & Subtraction	Symbols	17-24
3	Computation & Estimation	3.9	The student will recall the multiplication and division facts through the nines table.	Multiplication & Division	Symbols	1-14
3	Patterns, Functions, & Algebra	3.24	The student will recognize and describe a variety of patterns formed using concrete objects, numbers, tables, and pictures, and extend the pattern, using the same or different forms (concrete objects, numbers, tables, and pictures).	Multiplication & Division	All	1-14
3	Patterns, Functions, & Algebra	3.25	The student will a) investigate and create patterns involving numbers, operations (addition and multiplication), and relations that model the identity and commutative properties for addition and multiplication; and b) demonstrate an understanding of equality by recognizing that the equal sign (=) links equivalent quantities, such as $4 \cdot 3 = 2 \cdot 6$.	Multiplication & Division Addition & Subtraction	Symbols Symbols	1-14 1-19