

SOL Indicator	SOL Descriptor	Stepping Stones Module and Lesson
Number and Number Sense Focus: Whole Number Concepts		
K.1	The student, given two sets, each containing 10 or fewer concrete objects, 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.	4.1; 4.2; 4.3; 4.4>
K.2a	The student, given a set containing 15 or fewer concrete objects, will tell how many are in the set by counting the number of objects orally.	1.1; 1.2; 1.3; 1.4; 1.5; 2.1; 2.2;3.1; 4.1; 4.2; 4.3; 5.1; 5.2
Developmental Activity: <i>Stepping Stones</i> explores subitizing strategies for small groups of structured and unstructured arrangements.		3.1
K.2b	The student, given a set containing 15 or fewer concrete objects, will write the numeral to tell how many are in a set.	2.2; 2.3; 2.4; 2.5; 3.1; 5.1; 10.3; 10.4
K.2c	The student, given a set containing 15 or fewer concrete objects, will select the corresponding numeral from a given set of numerals.	1.2; 1.3; 1.4; 2.1; 2.2; 2.5; 5.2; 5.4
<i>Stepping Stones</i> goes beyond representing numbers up to 20 (MT 1.1a) and decomposing teen numbers to explore place value (MT 1.1b).		10.4; 11.1; 11.2; 11.3; 11.4
K.3	The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object.	2.5
K.4a	The student will count forward to 100 and backward from 10.	1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.5; 10.3; 10.4
K.4b	The students will identify one more than a number and one less than a number.	3.2; 3.3; 3.4; 5.3; 5.4; 12.3; 12.4
K.4c	The student will count by fives and tens to 100.	5.6
K5	The student will identify the parts of a set and/or region that represent fractions for halves and fourths.	

Note: 4.4> means content in this lesson is moving beyond the SOL Indicator.

Grade K Virginia Standards of Learning (SOL) Correlation Chart

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SOL Indicator	SOL Descriptor	Stepping Stones Module and Lesson
Computation and Estimation Focus: Whole Number Operations		
K.6	The student will model adding and subtracting whole numbers, using up to 10 concrete objects.	6.1; 6.2; 6.3; 6.4; 8.1; 8.2; 8.3; 8.4; 9.1; 9.2; 9.3; 9.4; 10.1; 10.2; 12.1; 12.2
<i>Stepping Stones</i> goes beyond exploring the idea of balance and equality to introduce the equal sign (MT 1.18).		7.1; 7.2; 7.3; 7.4
Measurement Focus: Instruments and Attributes		
K.7	The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.	11.5; 11.6; 12.1
K.8	The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).	6.5; 6.6; 12.6
K.9	The student will tell time to the hour, using analog and digital clocks.	>12.5
K.10	The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, and block.	4.5; 4.6; 6.5; 6.6
Geometry Focus: Plane Figures		
K.11a	The student will identify, describe and trace plane geometric figures (circle, triangle, square, and rectangle).	9.5; 9.6; 10.5; 10.6
K.11b	The student will compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square and rectangle).	9.5; 9.6
K.12	The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.	3.5; 3.6; 9.5; 9.6; 10.5; 10.6

Note: >12.5 means content in this lesson is moving toward the SOL Indicator.

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SOL Indicator	SOL Descriptor	Stepping Stones Module and Lesson
Probability and Statistics Focus: Data Collection and Display		
K.13	The student will gather data by counting and tallying.	2.6
K.14	The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to data.	2.6
Patterns, Functions and Algebra Focus: Attributes and Patterning		
K.15	The student will sort and classify objects according to attributes.	1.5; 1.6; 2.6; 3.1; 4.6
K.16	The student will identify, describe, and extend repeating patterns.	5.5
<i>Stepping Stones</i> goes beyond exploring simple growing patterns (MT 1.17).		5.6

SOL Indicator	SOL Descriptor	Stepping Stones Module and Lesson
Number and Number Sense Focus: Place Value and Fraction Concepts		
1.1a	The student will count from 0 – 100 and write the corresponding numerals.	>1.1; >1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 6.1; 6.2; 6.3; 6.4; 10.1; 10.2; 10.3; 10.4; 10.5; 10.8
<i>Stepping Stones</i> goes beyond reading, writing and representing numerals up to 130(MT 2.1a).		12.1; 12.2; 12.3; 12.4; 12.5; 12.6; 12.7; 12.8
Developmental Activity - <i>Stepping Stones</i> continues to explore strategies to subitize small collections of structured and unstructured arrangements.		1.5; 1.6
1.1b	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.	1.6; 1.7; 1.8; 1.9; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 6.1; 6.2; 6.3; 6.4; 6.7; 6.10
<i>Stepping Stones</i> goes beyond comparing and ordering two and three-digit numbers (MT 2.1c).		1.9; 1.10; 6.3; 6.4; 6.5; 6.6; 9.6; 9.7; 12.9
1.2	The student will count forward by ones, twos, fives, and tens to 100 and backward by ones from 30.	1.1; 1.2; 1.3; 1.4; 1.5; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 3.1; 6.8; 6.9; 10.1; 10.2; 10.3; 10.4; 10.5; 10.7; 10.8; 11.1; 11.2; 11.3; 11.7; 12.8
1.3	The student will identify the parts of a set and/or region that represent fractions for halves, thirds, and fourths and write the fractions.	>7.8; 7.9; 7.10; 7.11; 7.12; >9.8; 9.9; 9.10; 9.11; 9.12
Computation and Estimation Focus: Whole Number Operations		
1.4a	The student, given a familiar problem situation involving magnitude, will select a reasonable order of magnitude from three given quantities: a one-digit numeral; a two-digit numeral; and a three-digit numeral (e.g. 5, 50, 500).	
1.4b	The student, given a familiar problem situation involving magnitude, will explain the reasonableness of their choice.	
1.5	The student will recall basic addition facts with sums to 18 or less and the corresponding subtraction facts.	2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 4.1; 4.2; 4.3; 4.4; 4.5; 4.6; 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 7.1; 7.2; 7.3; 7.4; 7.5; 7.6; 7.7; 8.1; 8.2; 8.3; 8.4; 8.5; 8.6; 8.7; 8.8; 9.1; 9.2; 9.3; 9.4

Note: >1.1 means the content in this lesson is moving toward the SOL Indicator

Grade 1 Virginia Standards of Learning (SOL) Correlation Chart

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SOL Indicator	SOL Descriptor	Stepping Stones Module and Lesson
Computation and Estimation Focus: Whole Number Operations		
1.6	The student will create and solve one-step story and picture problems using basic addition facts with sums to 18 or less and the corresponding subtraction facts.	2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 4.1; 4.2; 4.3; 4.4; 4.5; 4.6; 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 7.1; 7.2; 7.3; 7.4; 7.5; 7.7; 8.1; 8.2; 8.3; 8.4; 8.5; 8.6; 8.7; 8.8; 9.1; 9.2; 9.3; 9.4
<i>Stepping Stones</i> goes beyond, building on count-on and place value strategies to find the sum of numbers up to 99 (MT 2.6) .		10.1; 10.2; 10.4; 10.5; 11.1; 11.2; 11.3; 11.4; 11.5
<i>Stepping Stones</i> goes beyond, building on count-back and place value strategies to find differences of 99 or less (MT 2.7).		10.6; 10.7; 11.6; 11.7
Measurement Focus: Time and Nonstandard Measurement		
1.7a	The student will identify the number of pennies equivalent to a nickel, a dime, and a quarter.	12.10; 12.11
1.7b	The student will determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less.	2.5; 3.7; 8.8; 10.4; 12.10>; 12.11>; 12.12
1.8	The student will tell time to the half-hour, using analog and digital clocks.	>3.8; >3.9; >3.10; >3.11; >3.12; 8.10; 8.11; 8.12
1.9	The student will use nonstandard units to measure length, weight/mass, and volume.	>2.9; 2.10; 2.11; 2.12
1.10a	The student will compare, using the concepts of more, less, and equivalent the volumes of two given containers	4.7; 4.8; 4.9; 4.10
1.10b	The student will compare, using the concepts of more, less, and equivalent the weight/mass of two objects, using a balance scale.	4.11; 4.12
1.11	The student will use calendar language appropriately (e.g., names of the months, today, yesterday, next week, last week).	8.9

Note: >1.1 means the content in this lesson is moving toward the SOL Indicator
12.10> means the content in this lesson is moving beyond the SOL Indicator

Grade 1 Virginia Standards of Learning (SOL) Correlation Chart

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SOL Indicator	SOL Descriptor	Stepping Stones Module and Lesson
Geometry Focus: Characteristics of Plane Figures		
1.12	The student will identify and trace, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, vertices, and right angles.	5.8; 5.9; 5.10; 5.11; 5.12
1.13	The student will construct, model, and describe objects in the environment as geometric shapes (triangle, rectangle, square, and circle) and explain the reasonableness of each choice.	5.11
<i>Stepping Stones</i> goes beyond identifying and describing 3D objects (MT 2.16).		10.9; 10.10; 10.11; 10.12
Developmental Activity: <i>Stepping Stones</i> investigates directions and turns .		5.7
Probability and Statistics Focus: Data Collection and Interpretation		
1.14	The student will investigate, identify, and describe various forms of data collection (e.g., recording daily temperature, lunch count, attendance, favorite ice cream), using tables, picture graphs, and object graphs.	11.8; 11.9; 11.10; 11.11; 11.12
1.15	The student will interpret information displayed in a picture or object graph, using the vocabulary more, less, fewer, greater than, less than, and equal to.	11.8; 11.9; 11.10; 11.11; 11.12
Patterns, Functions and Algebra Focus: Patterning and Equivalence		
1.16	The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.	5.8; 5.10; 9.10
1.17	The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.	6.11; 6.12
1.18	The student will demonstrate an understanding of equality through the use of the equal sign.	9.1; 9.2; 9.3; 9.4; 9.5

SOL Indicator	SOL Descriptor	Stepping Stones Module and Lesson
Number and Number Sense		
Focus: Place Value, Number Patterns, and Fraction Concepts		
2.1a	The student will read, write and identify the place value of each digit in a three-digit numeral, using numeration models.	>1.1; >1.2; >1.3; >1.4; >1.5; >1.6; >1.10; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 5.1; 5.2; 5.3; 5.4; 5.5
2.1b	The student will round two-digit numbers to the nearest ten.	9.1
<i>Stepping Stones</i> goes beyond rounding numbers to the nearest hundred (MT 3.1b)		9.1
2.1c	The student will compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (greater than, less than, or equal to).	1.7; 1.8; 5.5; 5.6
2.2a	The student will identify the ordinal positions first through twentieth, using an ordered set of objects.	Covered in Grades K and 1.
2.2b	The student will write the ordinal numbers.	Covered in Grades K and 1.
2.3a	The student will identify the parts of a set and/or region that represents fractions for halves, thirds, fourths, sixths, eighths and tenths.	9.7; 9.8; 9.9; 9.10; 9.11
2.3b	The student will write the fractions.	>9.7; >9.8; >9.9; >9.10; >9.11
2.3c	The student will compare the unit fractions for halves, thirds, fourths, sixths, eighths and tenths.	9.7; 9.8; 9.9; 9.10; 9.11
2.4a	The student will count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5 and 10.	1.9; 2.4; 2.6; 2.10; 4.2; 5.4; 6.4; 7.1; 7.2; 8.2
2.4b	The student will count backward by tens from 100.	4.1; 4.2; 4.3
2.4c	The student will recognize even and odd numbers.	1.9

Note: >1.1 means the content in this lesson is moving toward the SOL Indicator.

Grade 2 Virginia Standards of Learning (SOL) Correlation Chart

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SOL Indicator	SOL Descriptor	Stepping Stones Module and Lesson
Computation and Estimation Focus: Number Relationships and Operations		
2.5	The student will recall addition facts with sums to 20 or less and the corresponding subtraction facts.	2.1; 2.2; 2.3; 2.4; 4.1; 4.5; 4.6; 4.7; 6.1; 6.2; 8.5
2.6a	The student, given two whole numbers whose sum is 99 or less, will estimate the sum.	9.2
2.6b	The student, given two whole numbers whose sum is 99 or less, will find the sum, using various methods of calculation.	2.5; 2.6; 2.7; 4.8; 6.1; 6.3; 6.4; 6.5; 6.6; 6.7; 8.1; 9.4; 9.5; 9.6
<i>Stepping Stones</i> goes beyond extending count-on and place value strategies to add three-digit numbers with sums up to 999 (MT 3.4).		9.1
2.7a	The student, given two whole numbers whose sum is 99 or less, will estimate the difference.	Covered in Grades K and 1.
2.7b	The student, given two whole numbers whose sum is 99 or less, will find the difference, using various methods of calculation.	Covered in Grades K and 1.
<i>Stepping Stones</i> goes beyond extending count-back and place value strategies to find difference within 999 (MT 3.4).		11.1; 11.2; 11.3; 11.4; 11.5; 11.6; 12.1; 12.2; 12.3; 12.4; 12.5; 12.6; 12.7; 12.8
2.8	The student will create and solve one- and two-step addition and subtraction problems, using data from simple tables, picture graphs, and bar graphs.	1.11; 3.9; 3.11; 6.10; 6.11; 8.9; 8.12
2.9	The student will recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction.	2.3; 2.4; 4.6; 4.7; 6.2; 8.5; 8.6; 8.7
<i>Stepping Stones</i> goes beyond using linear, set and are models to introduce multiplication (MT 3.6).		7.1; 7.2; 7.3; 7.4; 7.5; 7.6; 7.7; 11.7; 11.8; 11.9; 11.10; 11.11; 11.12
Measurement Focus: Money, Linear Measurement, Weight/Mass, and Volume		
2.10a	The student will count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less.	7.8; 7.9; 7.10
2.10b	The student will correctly use the cent symbol (¢), dollar symbol (\$), and decimal point (.).	7.8; 7.9; 7.10

Grade 2 Virginia Standards of Learning (SOL) Correlation Chart

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SOL Indicator	SOL Descriptor	Stepping Stones Module and Lesson
Measurement Focus: Money, Linear Measurement, Weight/Mass, and Volume		
<i>Stepping Stones</i> goes beyond working with note and coin values (MT 3.8).		7.11; 7.12
2.11a	The student will estimate and measure length to the nearest centimeter and inch.	>3.7; 3.8; 3.9; 3.11; 6.8; 6.9; 6.12
<i>Stepping Stones</i> goes beyond introducing meters, feet and yards (MT 3.9a) and exploring area (MT 3.10b).		3.10; 3.11; 3.12; 6.10; 6.11
2.11b	The student will estimate and measure weight/mass of objects in pounds/ounces and kilograms/grams, using a scale.	8.8; 8.9; 8.10; 8.11; 8.12
2.11c	The student will estimate and measure liquid volume in cups, pints, quart, gallons and liters.	12.9; 12.10; 12.11; 12.12
2.12	The student will tell and write time to the nearest five minutes, using analog and digital clocks.	>2.8; >2.9; 2.10; 2.11; 2.12 ; 4.9; 4.10; 4.11
<i>Stepping Stones</i> goes beyond determining elapsed increments of time (MT 3.11b)		4.11
2.13a	The student will determine past and future days of the week.	4.12
2.13b	The student will identify specific days and dates on a calendar.	4.12
2.14	The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees.	
Geometry Focus: Symmetry and Plane and Solid Figures		
2.15a	The student will draw a line of symmetry in a figure.	
2.15b	The student will identify and create figures with at least one line of symmetry.	
2.16	The student will identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism).	5.9; 5.10; 5.11; 5.12; 10.9; 10.10; 10.11; 10.12

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SOL Indicator	SOL Descriptor	Stepping Stones Module and Lesson
Geometry Focus: Symmetry and Plane and Solid Figures		
	<i>Stepping Stones</i> goes beyond marking and describing direction of turns (MT 3.15)	5.7; 5.8
Probability and Statistics Focus: Applications of Data		
2.17	The student will use data from experiments to construct picture graphs, pictographs, and bar graphs.	1.11; 1.12; 6.10
2.18	The student will use data from experiments to predict outcomes when the experiment is repeated.	Probability is covered in Open Tasks.
2.19	The student will analyze data displayed in picture graphs, pictographs, and bar graphs.	1.11; 1.12; 3.11; 6.10; 6.11; 8.8; 8.9
	<i>Stepping Stones</i> goes beyond constructing and interpreting line plots (M 3.17b)	6.12
Patterns, Functions, and Algebra Focus: Patterning and Numerical Sentences		
2.20	The student will identify, create, and extend a wide variety of patterns.	2.9; 3.10; 3.12; 4.2; 4.9; 6.4; 8.2; 9.10; 9.11
2.21	The student will solve problems by completing numerical sentences involving the basic facts for addition and subtraction. The student will create story problems, using the numerical sentences.	2.3; 4.6; 4.7; 6.2; 6.5; 8.5; 9.6
2.22	The student will demonstrate an understanding of equality by recognizing that the symbol = in an equation indicates equivalent quantities and the symbol \neq indicates that quantities are not equivalent.	Covered in Grade 1.