**Grade 2 – Crosswalk (Summary of Revisions): 2016 *Mathematics Standards of Learning and Curriculum Framework***

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| **Additions (2016 SOL)** | **Deletions from Grade 2 (2009 SOL)** |
| * 2.1b – Identify the number that is 10 more, 10 less, 100 more, or 100 less than a given number up to 999
* 2.1c – Order whole numbers between 0 and 999 represented with concrete objects, pictorially, or symbolically from least to greatest and greatest to least (limited to three whole numbers)
 | * 2.3 – Identify, write, and compare fractions for tenths [Included in 3.3]
* 2.11a – Measure to nearest centimeter [Included in 3.8]
* 2.11b – Measure to nearest ounce, kilogram/gram [Included in 4.8]
* 2.11c – Measure liquid volume in cups, pints, quarts, gallons, and liters [Included in 3.8]
* 2.13 EKS – Determine the day/dates before and after a given day/date [Included in K.8 and 1.9]
* 2.14 – Read temperature in Celsius [Included in 3.10]
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| **Parameter Changes/Clarifications (2016 SOL)** | **Moves within Grade 2 (2009 SOL to 2016 SOL)** |
| * 2.1a EKS – Use models to represent numbers in multiple ways
* 2.2a – Count forward by twos, fives, and tens increased to 120, starting at various multiples
* 2.2b – Count backward by tens from 120
* 2.2a EKS – Describe patterns in skip counting and use those patterns to predict the next number in the counting sequence
* 2.2c – Use objects to determine whether a number is odd or even [Reworded to match EKS]
* 2.4 EKS – Name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths; count fractional pieces (e.g., *one-fourth, two-fourths, three-fourths*, etc.) and compare those pieces to one whole
* 2.7 EKS – Count by ones, fives, tens, and twenty-fives to determine the value of a collection of coins whose total value is $2.00 or less
* 2.8 EKS – Identify rulers as instruments to measure length and scales as instruments to measure weight [Moved from K.8]; estimate and measure limited to length to nearest inch and weight to nearest pound
* 2.9 EKS – Match the time (to the nearest five minutes) shown on a clock face to a written time
* 2.11 EKS – Identify different types of thermometers as instruments used to measure temperature
* 2.12 EKS – Determine a line of symmetry that results in two figures that have the same size and shape and explain reasoning
* 2.15 EKS – Data points collected by students limited to 16 with no more than 4 categories; read and interpret data represented in pictographs and bar graphs with up to 25 data points and no more than 6 categories
* 2.16 – Describe and transfer patterns [Edited to match EKS]
* 2.17 EKS – Use a model to represent the relationship of two expressions of equal value and two expressions that are not equivalent
 | * 2.1b – [Moved to 2.1d]
* 2.2 – [Moved to 2.3]
* 2.3 – [Moved to 2.4]
* 2.4 – [Moved to 2.2]
* 2.5 – [Moved to 2.5b]
* 2.7ab – [Moved to 2.6ab]
* 2.8 – [Combined with 2.6c]
* 2.9 – [Moved to 2.5a]
* 2.10 – [Moved to 2.7]
* 2.11ab – [Moved to 2.8ab]
* 2.12 – [Moved to 2.9]
* 2.13 – [Moved to 2.10]
* 2.14 – [Moved to 2.11]
* 2.15 – [Moved to 2.12]
* 2.16 – [Moved to 2.13]
* 2.17 – [Moved to 2.15a]
* 2.18 – [Moved to 2.14]
* 2.19 – [Moved to 2.15b]
* 2.20 – [Moved to 2.16]
* 2.21 – [Included in 2.5 EKS and 2.6 EKS]
* 2.22 – [Moved to 2.17]
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EKS = Essential Knowledge and Skills, referring to the column on the right side of the Curriculum Framework

**Comparison of Mathematics Standards of Learning – 2009 to 2016**

| **2009** | **2016** |
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| **Number and Number Sense** |
| 2.1 The student willa) read, write, and identify the place value of each digit in a three-digit numeral, using numeration models;b) round two-digit numbers to the nearest ten; [Moved to 2.1d]andc) compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (*greater than, less than,* or *equal to*). | 2.1 The student will1. read, write, and identify the place and value of each digit in a three-digit numeral, with and without models;

b) identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999;1. compare and order whole numbers between 0 and 999; and [symbols and words included in EKS]

d) round two-digit numbers to the nearest ten. |
|  | 2.2 The student willa) count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10;b) count backward by tens from 120; and c) use objects to determine whether a number is even or odd. [Reworded to match EKS] |
| 2.2 The student willa) identify the ordinal positions first through twentieth, using an ordered set of objects; andb) write the ordinal numbers. | 2.3 The student willa) count and identify the ordinal positions first through twentieth, using an ordered set of objects; andb) write the ordinal numbers, 1st through 20th. [Edited to match EKS] |
| 2.3 The student willa) identify the parts of a set and/or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths;b) write the fractions; andc) compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths. | 2.4 The student willa) name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths;b) represent fractional parts with models and with symbols; andc) compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models.  |
| 2.4 The student willa) count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10;b) count backward by tens from 100; andc) recognize even and odd numbers.[Moved to 2.2] |   |

| **2009** | **2016** |
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| **Computation and Estimation** |
| 2.5 The student will recall addition facts with sums to 20 or less and the corresponding subtraction facts. | 2.5 The student will 1. recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; and [Moved from 2.9]
2. demonstrate fluency with addition and subtraction within 20.
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| 2.6 The student, given two whole numbers whose sum is 99 or less, willa) estimate the sum; andb) find the sum, using various methods of calculation. | 2.6 The student will1. estimate sum and differences; [Differences moved from 2.7a]
2. determine sums and differences, using various methods; and [Differences moved from 2.7b]
3. create and solve single-step and two-step practical problems involving addition and subtraction. [Moved from 2.8 and 2.21]
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| 2.7 The student, given two whole numbers, each of which is 99 or less, willa) estimate the difference; and [Moved to 2.6a]b) find the difference, using various methods of calculation. [Moved to 2.6b] |  |
| 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. [Moved to 2.6c] |  |
| 2.9 The student will recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction. [Moved to 2.5 EKS] |  |
|  **Measurement and Geometry** |
| 2.10 The student willa) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less; andb) correctly use the cent symbol (¢), dollar symbol ($), and decimal point (.). | 2.7 The student willa) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less; andb) use the cent symbol (¢), dollar symbol ($), and decimal point (.) to write a value of money. |
| 2.11 The student will estimate and measurea) length to the nearest centimeter and inch; [Centimeters included in 3.8]b) weight/mass of objects in pounds/ounces and kilograms/grams, using a scale; and [Ounces, kilograms/grams included in 4.8]c) liquid volume in cups, pints, quarts, gallons, and liters. [Included in 3.8]  | 2.8 The student will estimate and measurea) length to the nearest inch; andb) weight to the nearest pound. |
|  **Measurement and Geometry** |
| 2.12 The student will tell and write time to the nearest five minutes, using analog and digital clocks. | 2.9 The student will tell time and write time to the nearest five minutes, using analog and digital clocks. |
| 2.13 The student willa) determine past and future days of the week; andb) identify specific days and dates on a given calendar. | 2.10 The student willa) determine past and future days of the week; andb) identify specific days and dates on a given calendar. |
| 2.14 The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees. [Temperature in Fahrenheit included in EKS; temperature in Celsius included in 3.10] | 2.11 The student will read temperature to the nearest 10 degrees. |
| 2.15 The student willa) draw a line of symmetry in a figure; andb) identify and create figures with at least one line of symmetry. | 2.12 The student willa) draw a line of symmetry in a figure; andb) 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). | 2.13 The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms). |
| **Probability and Statistics** |
|  | 2.14 The student will use data from probability experiments to predict outcomes when the experiment is repeated. [Moved from 2.18] |
| 2.17 The student will use data from experiments to construct picture graphs, pictographs, and bar graphs. | 2.15 The student willa) collect, organize, and represent data in pictographs and bar graphs; andb) read and interpret data represented in pictographs and bar graphs. [Moved from 2.19] |
| 2.18 The student will use data from experiments to predict outcomes when the experiment is repeated. [Moved to 2.14] |  |
| 2.19 The student will analyze data displayed in picture graphs, pictographs, and bar graphs. [Moved to 2.15b] |  |
| **Patterns, Functions, and Algebra** |
| 2.20 The student will identify, create, and extend a wide variety of patterns. | 2.16 The student will identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers. |
| 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. [Included in 2.5 EKS and 2.6 EKS] |  |
| 2.22 The student will demonstrate an understanding of equality by recognizing that the symbol = in an equation indicates equivalent quantities and the symbol ≠ indicates that quantities are not equivalent. | 2.17 The student will demonstrate an understanding of equality through the use of the equal symbol and the use of the not equal symbol. |