**Virginia Mathematics Standards of Learning Tracking Log**

**Bridging from Grade 1 to Grade 2**

The skills and strategies introduced in the Mathematics Standards of Learning vertically articulate from kindergarten to high school and many standards build in complexity within K-12 instruction. Teachers can use this tracker to help determine which standards students have had sufficient exposure and experience during the previous school year to make decisions regarding when and how experience with new standards might occur in the current school year. Mathematics Bridging Standards documents are available to allow for the identification of content that can be connected when planning instruction and to promote deeper student understanding. The Grade 2 Bridging Standards document can be used in conjunction with this Tracking Log to help link the content from grade 1 to grade 2 and to plan instruction for the current school year.

|  | **Addressed during previous school year** | **Not Addressed/ Insufficient Exposure during previous school year** | **Comments** |
| --- | --- | --- | --- |
| 1.1a The student will count forward orally by ones to 110, starting at any number between 0 and 110; |  |  |  |
| 1.1b The student will write the numerals 0 to 110 in sequence and out-of-sequence; |  |  |  |
| 1.1c The student will count backward orally by ones when given any number between 1 and 30; and |  |  |  |
| 1.1d The student will count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110. |  |  |  |
| 1.2a The student, given up to 110 objects, will group a collection into tens and ones and write the corresponding numeral;  |  |  |  |
| 1.2b The student, given up to 110 objects, will compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to; and  |  |  |  |
| 1.2c The student, given up to 110 objects, will order three or fewer sets from least to greatest and greatest to least.  |  |  |  |
| 1.3 The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth. |  |  |  |
| 1.4a The student will represent and solve practical problems involving equal sharing with two or four sharers; and |  |  |  |
| 1.4b The student will represent and name fractions for halves and fourths, using models. |  |  |  |
| 1.5a 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); and |  |  |  |
| 1.5b The student, given a familiar problem situation involving magnitude, will explain the reasonableness of the choice. |  |  |  |
| 1.6 The student will create and solve single-step story and picture problems using addition and subtraction within 20. |  |  |  |
| 1.7a The student will recognize and describe with fluency part-whole relationships for numbers up to 10; and |  |  |  |
| 1.7b The student will demonstrate fluency with addition and subtraction within 10. |  |  |  |
| 1.8 The student will determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less. |  |  |  |
| 1.9a The student will investigate the passage of time and tell time to the hour and half-hour, using analog and digital clocks; and |  |  |  |
| 1.9b The student will investigate the passage of time and read and interpret a calendar. |  |  |  |
| 1.10 The student will use nonstandard units to measure and compare length, weight, and volume.  |  |  |  |
| 1.11a The student will identify, trace, describe, and sort plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles; and |  |  |  |
| 1.11b The student will identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning. |  |  |  |
| 1.12a The student will collect, organize, and represent various forms of data using tables, picture graphs, and object graphs; and |  |  |  |
| 1.12b The student will read and interpret data displayed in tables, picture graphs, and object graphs, using the vocabulary more, less, fewer, greater than, less than, and equal to. |  |  |  |
| 1.13 The student will sort and classify concrete objects according to one or two attributes. |  |  |  |
| 1.14 The student will identify, describe, extend, create, and transfer growing and repeating patterns. |  |  |  |
| 1.15 The student will demonstrate an understanding of equality through the use of the equal symbol. |  |  |  |