**Virginia Mathematics Standards of Learning Tracking Log**

**Bridging from Grade 2 to Grade 3**

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 3 Bridging Standards document can be used in conjunction with this Tracking Log to help link the content from grade 2 to grade 3 and to plan instruction for the current school year.

|  | **Addressed during previous school year** | **Not Addressed/ Insufficient Exposure during previous school year** | **Comments** |
| --- | --- | --- | --- |
| 2.1a The student will read, write, and identify the place and value of each digit in a three-digit numeral, with and without models; |  |  |  |
| 2.1b The student will identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999; |  |  |  |
| 2.1c The student will compare and order whole numbers between 0 and 999; and |  |  |  |
| 2.1d The student will round two-digit numbers to the nearest ten.  |  |  |  |
| 2.2a The student will count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10; |  |  |  |
| 2.2b The student will count backward by tens from 120; and  |  |  |  |
| 2.2c The student will use objects to determine whether a number is even or odd. |  |  |  |
| 2.3a The student will count and identify the ordinal positions first through twentieth, using an ordered set of objects; and |  |  |  |
| 2.3b The student will write the ordinal numbers 1st through 20th.  |  |  |  |
| 2.4a The student will name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths; |  |  |  |
| 2.4b The student will represent fractional parts with models and with symbols; and |  |  |  |
| 2.4c The student will compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models. |  |  |  |
| 2.5a The student will recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; and |  |  |  |
| 2.5b The student will demonstrate fluency with addition and subtraction within 20.  |  |  |  |
| 2.6a The student will estimate sums and differences;  |  |  |  |
| 2.6b The student will determine sums and differences, using various methods; and  |  |  |  |
| 2.6c The student will create and solve single-step and two-step practical problems involving addition and subtraction.  |  |  |  |
| 2.7a The student will count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less; and |  |  |  |
| 2.7b The student will use the cent symbol, dollar symbol, and decimal point to write a value of money. |  |  |  |
| 2.8a The student will estimate and measure length to the nearest inch; and  |  |  |  |
| 2.8b The student will estimate and measure weight to the nearest pound. |  |  |  |
| 2.9 The student will tell time and write time to the nearest five minutes, using analog and digital clocks. |  |  |  |
| 2.10a The student will determine past and future days of the week; and |  |  |  |
| 2.10b The student will identify specific days and dates on a given calendar. |  |  |  |
| 2.11 The student will read temperature to the nearest 10 degrees.  |  |  |  |
| 2.12a The student will draw a line of symmetry in a figure; and |  |  |  |
| 2.12b The student will identify and create figures with at least one line of symmetry. |  |  |  |
| 2.13 The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms). |  |  |  |
| 2.14 The student will use data from probability experiments to predict outcomes when the experiment is repeated. |  |  |  |
| 2.15a The student will collect, organize, and represent data in pictographs and bar graphs; and |  |  |  |
| 2.15b The student will read and interpret data represented in pictographs and bar graphs. |  |  |  |
| 2.16 The student will identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers. |  |  |  |
| 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. |  |  |  |