# Correlation to the 2016 Mathematics Standards of Learning and Curriculum Framework – Grade 2

**Text/Instructional Material Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Committee Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_**

**NOTE: The rating cells in the tables below are empty in order for division-level review teams to utilize this form.**

## Section I. Correlation with the Mathematics 2016 SOL and Curriculum Framework

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| **2.1** |  |  |  |
| **2.2** |  |  |  |
| **2.3** |  |  |  |
| **2.4** |  |  |  |
| **2.5** |  |  |  |
| **2.6** |  |  |  |
| **2.7** |  |  |  |
| **2.8** |  |  |  |
| **2.9** |  |  |  |
| **2.10** |  |  |  |
| **2.11** |  |  |  |
| **2.12** |  |  |  |
| **2.13** |  |  |  |
| **2.14** |  |  |  |
| **2.15** |  |  |  |
| **2.16** |  |  |  |
| **2.17** |  |  |  |

## Section II. Additional Criteria: Instructional Planning and Support

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| **Criteria** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| **1.** Materials emphasize the use of effective instructional practices and learning theory. |  |  |  |
| * 1. Students are guided through critical thinking and problem-solving approaches.
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| * 1. Concepts are introduced through concrete experiences that use manipulatives and other technologies.
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| * 1. Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, hand held devices, computers, and other technologies.
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| * 1. Students use the language of mathematics including specialized vocabulary and symbols.
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| * 1. Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.
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| 1. The mathematics content is significant and accurate.
 |  |  |  |
| * 1. Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.
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| * 1. Materials are organized appropriately within and among units of study.
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| * 1. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.
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| * 1. Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.
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| * 1. Level of abstraction is appropriate, and practical examples, including careers, are provided.
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| * 1. Sufficient applications are provided to promote depth of application.
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| 1. Materials present content in an accurate, unbiased manner.
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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 2.1 The student will  |  |  |  |
| a ) 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; |  |  |  |
| c) compare and order whole numbers between 0 and 999; and |  |  |  |
| d) round two-digit numbers to the nearest ten. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 2.2 The student will  |  |  |  |
| 1. 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. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 2.3 The student will |  |  |  |
| 1. count and identify the ordinal positions first through twentieth, using an ordered set of objects; and
 |  |  |  |
| 1. write the ordinal numbers 1st through 20th.
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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 2.4 The student will  |  |  |  |
| a) 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; and |  |  |  |
| 1. compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models.
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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 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
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| 1. demonstrate fluency with addition and subtraction within 20.
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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 2.6 The student will  |  |  |  |
| a) estimate sums and differences; |  |  |  |
| b) determine sums and differences, using various methods; and  |  |  |  |
| c) create and solve single-step and two-step practical problems involving addition and subtraction.  |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 2.7 The student will  |  |  |  |
| 1. count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less; and
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| 1. use the cent symbol, dollar symbol, and decimal point to write a value of money.
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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 2.8 The student will estimate and measure |  |  |  |
| 1. length to the nearest inch; and
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| 1. weight to the nearest pound
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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 2.9 The student will tell time and write time to the nearest five minutes, using analog and digital clocks. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 2.10 The student will  |  |  |  |
| 1. determine past and future days of the week; and
 |  |  |  |
| 1. identify specific days and dates on a given calendar.
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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 2.11 The student will read temperature to the nearest 10 degrees. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 2.12 The student will  |  |  |  |
| a) draw a line of symmetry in a figure; and |  |  |  |
| b) identify and create figures with at least one line of symmetry.*.* |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 2.13 The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms). |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 2.14 The student will use data from probability experiments to predict outcomes when the experiment is repeated. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 2.15 The student will  |  |  |  |
| a) collect, organize, and represent data in pictographs and bar graphs; and |  |  |  |
| b) read and interpret data represented in pictographs and bar graphs. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 2.16 The student will identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 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. |  |  |  |

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