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

# **2017 Mathematics Textbooks and Instructional Materials Committee Consensus Form**

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

**Text/Instructional Material Title: \_\_ HMH *Go Math! Virginia* – Grade 2\_**

**Publisher: Houghton-Mifflin-Harcourt Publishing Co.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Copyright Date: 2019**

The tables included in this document represent the consensus ratings of 2017 Mathematics Textbook committee members.

**KEY:**

* **X** - rating applicable
* **\*** - rating not applicable

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

### **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. | **n/a** | **n/a** | **n/a** |
| * 1. Students are guided through critical thinking and problem-solving approaches. | **X** | **\*** | **\*** |
| * 1. Concepts are introduced through concrete experiences that use manipulatives and other technologies. | **X** | **\*** | **\*** |
| * 1. Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, hand held devices, computers, and other technologies. | **X** | **\*** | **\*** |
| * 1. Students use the language of mathematics including specialized vocabulary and symbols. | **X** | **\*** | **\*** |
| * 1. Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts. | **X** | **\*** | **\*** |
| 1. The mathematics content is significant and accurate. | **n/a** | **n/a** | **n/a** |
| * 1. Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics. | **X** | **\*** | **\*** |
| * 1. Materials are organized appropriately within and among units of study. | **X** | **\*** | **\*** |
| * 1. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. | **X** | **\*** | **\*** |
| * 1. Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate. | **X** | **\*** | **\*** |
| * 1. Level of abstraction is appropriate, and practical examples, including careers, are provided. | **X** | **\*** | **\*** |
| * 1. Sufficient applications are provided to promote depth of application. | **X** | **\*** | **\*** |
| 1. Materials present content in an accurate, unbiased manner. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 2.1 The student will | **n/a** | **n/a** | **n/a** |
| a ) read, write, and identify the place and value of each digit in a three-digit numeral, with and without models; | X | **\*** | **\*** |
| b) identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999; | X | **\*** | **\*** |
| c) compare and order whole numbers between 0 and 999; and | X | **\*** | **\*** |
| d) round two-digit numbers to the nearest ten. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 2.2 The student will | **n/a** | **n/a** | **n/a** |
| 1. count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10; | X | **\*** | **\*** |
| b) count backward by tens from 120; and | X | **\*** | **\*** |
| c) use objects to determine whether a number is even or odd. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 2.3 The student will | **n/a** | **n/a** | **n/a** |
| 1. count and identify the ordinal positions first through twentieth, using an ordered set of objects; and | X | **\*** | **\*** |
| 1. write the ordinal numbers 1st through 20th. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 2.4 The student will | **n/a** | **n/a** | **n/a** |
| a) name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths; | X | **\*** | **\*** |
| b) represent fractional parts with models and with symbols; and | X | **\*** | **\*** |
| 1. compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 2.5 The student will | **n/a** | **n/a** | **n/a** |
| 1. recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; and | X | **\*** | **\*** |
| 1. demonstrate fluency with addition and subtraction within 20. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 2.6 The student will | **n/a** | **n/a** | **n/a** |
| a) estimate sums and differences; | X | **\*** | **\*** |
| b) determine sums and differences, using various methods; and | X | **\*** | **\*** |
| c) create and solve single-step and two-step practical problems involving addition and subtraction. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 2.7 The student will | **n/a** | **n/a** | **n/a** |
| 1. count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less; and | **X** | **\*** | **\*** |
| 1. use the cent symbol, dollar symbol, and decimal point to write a value of money. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 2.8 The student will estimate and measure | **n/a** | **n/a** | **n/a** |
| 1. length to the nearest inch; and | X | **\*** | **\*** |
| 1. weight to the nearest pound | X | **\*** | **\*** |

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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. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 2.10 The student will | **n/a** | **n/a** | **n/a** |
| 1. determine past and future days of the week; and | **X** | **\*** | **\*** |
| 1. identify specific days and dates on a given calendar. | **X** | **\*** | **\*** |

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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. | **X** | **\*** | **\*** |

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

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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). | **X** | **\*** | **\*** |

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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. | **X** | **\*** | **\*** |

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

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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. | **X** | **\*** | **\*** |

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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. | **\*** | **X** | **\*** |

Virginia Department of Education 2017