2010 Mathematics Textbooks and Instructional Materials Committee Member
Correlation to the 2009 Mathematics Standards of Learning and Curriculum Framework – Grade 2

Text/Instructional Material Title: Math Expressions

Publisher: Houghton Mifflin Harcourt

Section I. Correlation with the Mathematics 2009 SOL and Curriculum Framework	Rating		
	Adequate	Limited	No Evidence
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		
2.18	X		
2.19	X		
2.20	X		
2.21	X		
2.22	X		

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Section II. Additional Criteria: Instructional Planning and Support	**Rating**		
	Adequate	**Limited**	**No Evidence**
1. Materials emphasize the use of effective instructional practices and learning theory.			
a. Students are guided through critical thinking and problem-solving approaches.	**X**		
b. Concepts are introduced through concrete experiences that use manipulatives and other technologies.	**X**		
c. Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, computers, and other technologies.		**X**	
d. Students use the language of mathematics including specialized vocabulary and symbols.	**X**		
e. Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.	**X**		
2. The mathematics content is significant and accurate.			
a. Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.	**X**		
b. Materials are organized appropriately within and among units of study.	**X**		
c. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	**X**		
d. Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.	**X**		
e. Level of abstraction is appropriate, and practical/real-life examples, including careers, are provided.	**X**		
f. Sufficient applications are provided to promote depth of application.		**X**	
3. Materials present content in an accurate, unbiased manner.	**X**		

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Mathematics Standard of Learning	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.1 The student will			
a) read, write, and identify the place value of each digit in a three-digit numeral, using numeration models;	**X**		
b) round two-digit numbers to the nearest ten; and	**X**		
c) compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (*greater than, less than,* or *equal to*).	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.2 The student will			
a) identify the ordinal positions first through twentieth, using an ordered set of objects; and	**X**		
b) write the ordinal numbers.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.3 The student will			
a) identify the parts of a set and/or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths;	**X**		
b) write the fractions; and	**X**		
c) compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.4 The student will			
a) count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10;	**X**		
b) count backward by tens from 100; and	**X**		
c) recognize even and odd numbers.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.5 The student will recall addition facts with sums to 20 or less and the corresponding subtraction facts.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.6 The student, given two whole numbers whose sum is 99 or less, will			
a) estimate the sum; and	**X**		
b) find the sum, using various methods of calculation.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.7 The student, given two whole numbers, each of which is 99 or less, will			
a) estimate the difference; and	**X**		
b) find the difference, using various methods of calculation.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
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.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.9 The student will recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.10 The student will			
a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less; and	**X**		
b) correctly use the cent symbol (¢), dollar symbol ($), and decimal point (.).	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.11 The student will estimate and measure			
a) length to the nearest centimeter and inch;	**X**		
b) weight/mass of objects in pounds/ounces and kilograms/grams, using a scale; and		**X**	
c) liquid volume in cups, pints, quarts, gallons, and liters.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.12 The student will tell and write time to the nearest five minutes, using analog and digital clocks.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.13 The student will			
a) determine past and future days of the week; and	**X**		
b) identify specific days and dates on a given calendar.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.14 The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.15 The student will			
a) draw a line of symmetry in a figure; and	**X**		
b) identify and create figures with at least one line of symmetry.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.16 The student will identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism).		**X**	
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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	Adequate	**Limited**	**No Evidence**
2.17 The student will use data from experiments to construct picture graphs, pictographs, and bar graphs.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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	Adequate	**Limited**	**No Evidence**
2.18 The student will use data from experiments to predict outcomes when the experiment is repeated.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.19 The student will analyze data displayed in picture graphs, pictographs, and bar graphs.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
2.20 The student will identify, create, and extend a wide variety of patterns.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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	Adequate	**Limited**	**No Evidence**
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.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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	Adequate	**Limited**	**No Evidence**
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.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			