

**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: enVisionMATH

Publisher: Pearson Education, Inc., publishing as Scott Foresman

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 (<i>greater than</i> , <i>less than</i> , or <i>equal to</i>).	X		
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	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		
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	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		
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	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		
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	Adequate	Limited	No Evidence
2.5 The student will recall addition facts with sums to 20 or less and the corresponding subtraction facts.	X		
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	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		
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	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		
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	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		
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	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		
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	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		
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	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		
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	Adequate	Limited	No Evidence
2.12 The student will tell and write time to the nearest five minutes, using analog and digital clocks.	X		
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	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		
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	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		
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	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		
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	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		
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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		
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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		
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	Adequate	Limited	No Evidence
2.19 The student will analyze data displayed in picture graphs, pictographs, and bar graphs.	X		
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	Adequate	Limited	No Evidence
2.20 The student will identify, create, and extend a wide variety of patterns.	X		
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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		
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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 \neq indicates that quantities are not equivalent.	X		
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