Grade 2 – Crosswalk (Summary of Revisions): 2016 *Mathematics Standards of Learning and Curriculum Framework*

Additions (2016 SOL)	Deletions from Grade 2 (2009 SOL)
• 2.1b – Identify the number that is 10 more, 10 less, 100 more, or 100 less than a given number up to 999 • 2.1c – Order whole numbers between 0 and 999 represented with concrete objects, pictorially, or symbolically from least to greatest and greatest to least (limited to three whole numbers)	• 2.3 – Identify, write, and compare fractions for tenths [Included in 3.3] • 2.11a – Measure to nearest centimeter [Included in 3.8] • 2.11b – Measure to nearest ounce, kilogram/gram [Included in 4.8] • 2.11c – Measure liquid volume in cups, pints, quarts, gallons, and liters [Included in 3.8] • 2.13 EKS – Determine the day/dates before and after a given day/date [Included in K.8 and 1.9] • 2.14 – Read temperature in Celsius [Included in 3.10]

Parameter Changes/Clarifications (2016 SOL)	Moves within Grade 2 (2009 SOL to 2016 SOL)
• 2.1a EKS – Use models to represent numbers in multiple ways • 2.2a – Count forward by twos, fives, and tens increased to 120, starting at various multiples • 2.2b – Count backward by tens from 120 • 2.2a EKS – Describe patterns in skip counting and use those patterns to predict the next number in the counting sequence • 2.2c – Use objects to determine whether a number is odd or even [Reworded to match EKS] • 2.4 EKS – Name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths; count fractional pieces (e.g., *one-fourth, two-fourths, three-fourths*, etc.) and compare those pieces to one whole • 2.7 EKS – Count by ones, fives, tens, and twenty-fives to determine the value of a collection of coins whose total value is $2.00 or less • 2.8 EKS – Identify rulers as instruments to measure length and scales as instruments to measure weight [Moved from K.8]; estimate and measure limited to length to nearest inch and weight to nearest pound • 2.9 EKS – Match the time (to the nearest five minutes) shown on a clock face to a written time • 2.11 EKS – Identify different types of thermometers as instruments used to measure temperature • 2.12 EKS – Determine a line of symmetry that results in two figures that have the same size and shape and explain reasoning • 2.15 EKS – Data points collected by students limited to 16 with no more than 4 categories; read and interpret data represented in pictographs and bar graphs with up to 25 data points and no more than 6 categories • 2.16 – Describe and transfer patterns [Edited to match EKS] ♣ 2.17 EKS – Use a model to represent the relationship of two expressions of equal value and two expressions that are not equivalent	• 2.1b – [Moved to 2.1d] • 2.2 – [Moved to 2.3] • 2.3 – [Moved to 2.4] • 2.4 – [Moved to 2.2] • 2.5 – [Moved to 2.5b] • 2.7ab – [Moved to 2.6ab] • 2.8 – [Combined with 2.6c] • 2.9 – [Moved to 2.5a] • 2.10 – [Moved to 2.7] • 2.11ab – [Moved to 2.8ab] • 2.12 – [Moved to 2.9] • 2.13 – [Moved to 2.10] • 2.14 – [Moved to 2.11] • 2.15 – [Moved to 2.12] • 2.16 – [Moved to 2.13] • 2.17 – [Moved to 2.15a] • 2.18 – [Moved to 2.14] • 2.19 – [Moved to 2.15b] • 2.20 – [Moved to 2.16] • 2.21 – [Included in 2.5 EKS and 2.6 EKS] • 2.22 – [Moved to 2.17]

EKS = Essential Knowledge and Skills, referring to the column on the right side of the Curriculum Framework

Comparison of Mathematics Standards of Learning – 2009 to 2016

2009	2016
Number and Number Sense	
2.1 The student will a) read, write, and identify the place value of each digit in a three-digit numeral, using numeration models; b) round two-digit numbers to the nearest ten; [Moved to 2.1d]and c) compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (*greater than, less than,* or *equal to*).	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 [symbols and words included in EKS] d) round two-digit numbers to the nearest ten.
	2.2 The student will a) 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. [Reworded to match EKS]
2.2 The student will a) identify the ordinal positions first through twentieth, using an ordered set of objects; and b) write the ordinal numbers.	2.3 The student will a) count and identify the ordinal positions first through twentieth, using an ordered set of objects; and b) write the ordinal numbers, 1st through 20th. [Edited to match EKS]
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; b) write the fractions; and c) compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths.	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 c) compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models.
2.4 The student will a) count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10; b) count backward by tens from 100; and c) recognize even and odd numbers. [Moved to 2.2]	

2009	2016
Computation and Estimation	
2.5 The student will recall addition facts with sums to 20 or less and the corresponding subtraction facts.	2.5 The student will a) recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20; and [Moved from 2.9] b) demonstrate fluency with addition and subtraction within 20.
2.6 The student, given two whole numbers whose sum is 99 or less, will a) estimate the sum; and b) find the sum, using various methods of calculation.	2.6 The student will a) estimate sum and differences; [Differences moved from 2.7a] b) determine sums and differences, using various methods; and [Differences moved from 2.7b] c) create and solve single-step and two-step practical problems involving addition and subtraction. [Moved from 2.8 and 2.21]
2.7 The student, given two whole numbers, each of which is 99 or less, will a) estimate the difference; and [Moved to 2.6a] b) find the difference, using various methods of calculation. [Moved to 2.6b]	
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. [Moved to 2.6c]	
2.9 The student will recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction. [Moved to 2.5 EKS]	
Measurement and Geometry	
2.10 The student will a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less; and b) correctly use the cent symbol (¢), dollar symbol ($), and decimal point (.).	2.7 The student will a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less; and b) use the cent symbol (¢), dollar symbol ($), and decimal point (.) to write a value of money.
2.11 The student will estimate and measure a) length to the nearest centimeter and inch; [Centimeters included in 3.8] b) weight/mass of objects in pounds/ounces and kilograms/grams, using a scale; and [Ounces, kilograms/grams included in 4.8] c) liquid volume in cups, pints, quarts, gallons, and liters. [Included in 3.8]	2.8 The student will estimate and measure a) length to the nearest inch; and b) weight to the nearest pound.

2009	2016
Measurement and Geometry	
2.12 The student will tell and write time to the nearest five minutes, using analog and digital clocks.	2.9 The student will tell time and write time to the nearest five minutes, using analog and digital clocks.
2.13 The student will a) determine past and future days of the week; and b) identify specific days and dates on a given calendar.	2.10 The student will a) determine past and future days of the week; and b) identify specific days and dates on a given calendar.
2.14 The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees. [Temperature in Fahrenheit included in EKS; temperature in Celsius included in 3.10]	2.11 The student will read temperature to the nearest 10 degrees.
2.15 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.	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.
2.16 The student will identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism).	2.13 The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms).
Probability and Statistics	
	2.14 The student will use data from probability experiments to predict outcomes when the experiment is repeated. [Moved from 2.18]
2.17 The student will use data from experiments to construct picture graphs, pictographs, and bar graphs.	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. [Moved from 2.19]
2.18 The student will use data from experiments to predict outcomes when the experiment is repeated. [Moved to 2.14]	
2.19 The student will analyze data displayed in picture graphs, pictographs, and bar graphs. [Moved to 2.15b]	
Patterns, Functions, and Algebra	
2.20 The student will identify, create, and extend a wide variety of patterns.	2.16 The student will identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers.
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. [Included in 2.5 EKS and 2.6 EKS]	
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.	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.