

Virginia

A Correlation of

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to the  
**2016 Mathematics Standards of Learning and Curriculum Framework  
for Virginia Public Schools  
Grade 2**

**Mathematics Textbook Correlation to the  
2016 Grade Two Mathematics Standards of Learning and Curriculum Framework**

**Publisher** Savvas Learning Company  
Prentice Hall and Scott Foresman

**Text**  
enVisionmath2.0 Virginia Grade 2

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**Contact**  
Doug Pond

**Phone#**  
[804 453-3729](tel:8044533729)

**E-mail**  
[Doug.pond@savvas.com](mailto:Doug.pond@savvas.com)

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<b>STANDARD</b>	<b>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>
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>ATE:</b> 511A–516, 517A–522, 523A–528, 529A–534, 535A–540, 573–574
b) identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999;	<b>ATE:</b> 541A–546, 547A–552, 565A–570, 575–576, 585A–590, 629, 637A–642, 681
c) compare and order whole numbers between 0 and 999; and	<b>ATE:</b> 553A–558, 559A–564, 565A–570, 575–576
d) round two-digit numbers to the nearest ten.	<b>ATE:</b> VA3A–VA6, VA20C (Activity 8), VA20C (Activity 10), VA68C (Activity 19)

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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>ATE:</b> VA20B (Activity 3), VA20B (Activity 6), 129A–134, VA20C (Activity 7), 541A–546, 547A–552, VA68B (Activity 14), 575–576
b) count backward by tens from 120; and	<b>ATE:</b> 255A–260, VA20C (Activity 9), 261A–266, 267A–272, 311–312
c) use objects to determine whether a number is even or odd.	<b>ATE:</b> 81A–86, VA20B (Activity 3), 87A–92, 113

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2.3 The student will	
a) count and identify the ordinal positions first through twentieth, using an ordered set of objects; and	<b>ATE:</b> VA23–VA24, VA68B (Activity 13)
b) write the ordinal numbers 1 <sup>st</sup> through 20 <sup>th</sup> .	<b>ATE:</b> VA23–VA24, VA68B (Activity 13)

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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>ATE:</b> 889A–894, 911–912, VA51A–VA54, VA68C (Activity 22), VA55A–VA58, VA59A–VA62, 953A–956, 957A–960
b) represent fractional parts with models and with symbols; and	<b>ATE:</b> 889A–894, 895A–900, 911–912, VA51A–VA54, VA68C (Activity 22), VA55A–VA58, VA59A–VA62, 957A–960
c) compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models.	<b>ATE:</b> VA68A–VA66

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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	<b>ATE:</b> 23A–28, 29A–34, 35A–40, VA20B (Activity 2), 41A–46, 47A–52, 53A–58, 67–70
b) demonstrate fluency with addition and subtraction within 20.	<b>ATE:</b> 35A–40, 47A–52, 65, 67–70, 111, 177, 241, 679

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2.6 The student will	
a) estimate sums and differences;	<b>ATE:</b> VA7–VA8, VA11–VA12, VA20C (Activity 8), VA20C (Activity 10), VA68B (Activity 15), VA68B (Activity 16), VA68C (Activity 19)
b) determine sums and differences, using various methods; and	<b>ATE:</b> 123A–128, 159A–164, 179–182, 193A–198, 273A–278, 279A–284, 329A–334, 571
c) create and solve single-step and two-step practical problems involving addition and subtraction.	<b>ATE:</b> 165A–170, 229A–234, 297A–302, 347A–352, 365A–370, 415A–420, 429–430, VA31A–VA34

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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>ATE:</b> 443A–448, VA20C (Activity 11), VA20C (Activity 12), 449A–454, 467A–472, 493–494
b) use the cent symbol, dollar symbol, and decimal point to write a value of money.	<b>ATE:</b> 443A–448, VA20C (Activity 11), VA20C (Activity 12), 449A–454, 467A–472, 493–494



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2.8 The student will estimate and measure	
a) length to the nearest inch; and	<b>ATE:</b> 693A–698, 699A–704, VA68B (Activity 17), VA68C (Activity 18), 749–752, 803A–808, 841–842
b) weight to the nearest pound.	<b>ATE:</b> VA27A–VA30

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2.9      The student will tell time and write time to the nearest five minutes, using analog and digital clocks.	<b>ATE:</b> 473A–478, 479A–484, 485A–490, 495–496

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2.10 The student will	
a) determine past and future days of the week; and	<b>ATE: VA15A–VA18</b>
b) identify specific days and dates on a given calendar.	<b>ATE: VA15A–VA18</b>

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2.11 The student will read temperature to the nearest 10 degrees.	<b>ATE:</b> VA31A–VA34

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2.12 The student will	
a) draw a line of symmetry in a figure; and	<b>ATE:</b> VA47A–VA50
b) identify and create figures with at least one line of symmetry.	<b>ATE:</b> VA47A–VA50

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2.13 The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms).	<b>ATE:</b> 859A–864, 865A–870, 871A–876, 877A–882, 909–910, VA43A–VA46

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2.14 The student will use data from probability experiments to predict outcomes when the experiment is repeated.	<b>ATE:</b> VA37A–VA40, VA68C (Activity 20)

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2.15 The student will	
a) collect, organize, and represent data in pictographs and bar graphs; and	<b>ATE:</b> 815A–820, 821A–826, 827A–832, 833A–838, 841–844
b) read and interpret data represented in pictographs and bar graphs.	<b>ATE:</b> 815A–820, 821A–826, 827A–832, 833A–838, 841–844



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2.16 The student will identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers.	<b>ATE:</b> 81A–86, VA20B (Activity 3), 93A–98, VA20B (Activity 4), VA20B (Activity 5), 541A–546, 565A–570, VA68C (Activity 21)

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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.	<b>ATE:</b> 5A–10, VA20B (Activity 1), 23A-28, 53A–58, 59A–64, 291A–296, 371A–376, 409A–414