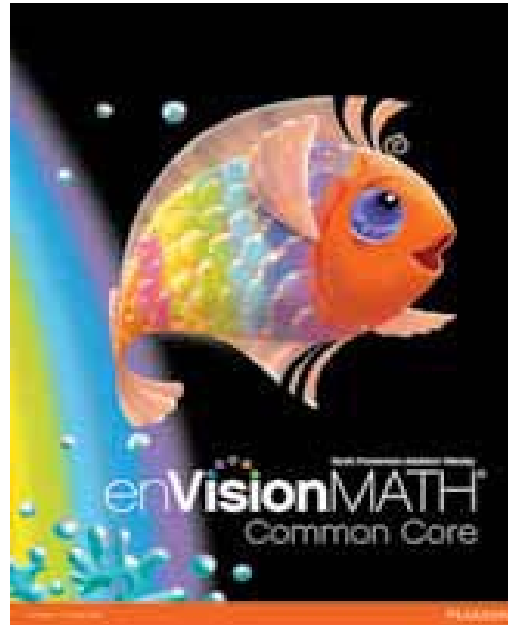


Scott Foresman·Addison Wesley  
en**Vi**sion**MA**TH™  
Common Core ©2012



EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA  
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics  
CCSSM Curriculum Materials Analysis – Mathematical Practices – Tool 2  
Kindergarten

EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA  
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics

**CCSSM Curriculum Materials Analysis – Mathematical Practices – Tool 2**

Title of Textbook Scott Foresman-Addison Wesley enVision MATH Publisher Pearson Education, Inc., publishing as Scott Foresman Date of Copyright 2012  
Grade Level(s) Kindergarten

**Note for the Reviewers: When trying to identify how the Standards for Mathematical Practices were treated, please refer to the Standards in shaded cells in Tool 1. These content standards provide a suggested basis for reviewing the Mathematical Practices as they have the greatest potential to incorporate the Mathematical Practices in the curriculum materials. The identified content standards are only suggestions, not mandates, for where the practices might be addressed. Evidence of the Mathematical Practices found may be linked to additional standards not shaded in Tool 1.**

**Opportunities to Engage in the Standards for Mathematical Practices  
Found Across the Content Standards**

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA**  
**2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

Overarching Habits of Mind	1. Make sense of problems and persevere in solving them.	6. Attend to precision.
<p>Evidence of how the Standards for Mathematics Practice were addressed, with page numbers  <i>(To be completed by publisher)</i></p>	<p><i>enVisionMATH Common Core</i> is built on a foundation of problem-based instruction that has sense-making at its heart. Each topic includes at least one <i>problem-solving lesson</i> in which students focus on honing their sense-making and problem-solving skills. The problem-solving lessons in Grades K–2 present to students a process that begins with making sense of the problem. <i>Read and Understand</i>, the first phase of the process, has students ask themselves, <i>What am I trying to find?</i> and <i>What do I know?</i>, questions that will help identify the givens and constraints of the problem.</p> <p>In the second phase, <i>Plan and Solve</i>, students decide on a solution plan. In the final phase, <i>Look Back and Check</i>, students verify that their work is reasonable and reflects the information given.</p> <p>Each lesson begins with <i>Problem-Based Interactive Learning</i>, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a real-world situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems.</p> <p><b>SE/TE:</b> Topic 1: 15-16; Topic 2: 23, 29, 39-40; Topic 3: 59-60; Topic 4: 85-86; Topic 5: 101-102; Topic 6: 119-120; Topic 7: 131, 135, 139-140; Topic 8: 149, 153-154, 161-162; Topic 9: 171, 185-186; Topic 10: 199-200; Topic 11: 215-216; Topic 12: 229-230; Topic 13: 245, 249, 253-254; Topic 14: 279-280; Topic 15: 295-296; Topic 16: 311-312, 319</p> <p><b>TE:</b> Topic 1: 1B, 15A, 16A-16C; Topic 2: 39A, 40A-40C; Topic 3: 59A, 60A-60C; Topic 4: 85A, 86A-86C; Topic 5: 101A, 102A-102C; Topic 6: 119A, 120A-120C; Topic 7: 128B, 139A, 140A-140C; Topic 8: 153A, 154A-154C, 161A, 162A-162C; Topic 9: 185A, 186A-186C; Topic 10: 199A, 200A-200C; Topic 11: 215A, 216A-216C; Topic 12: 229A, 230A-230C; Topic 13: 253A, 254A-254C; Topic 14: 279A, 280A-280C; Topic 15: 295A, 296A-296C; Topic 16: 311A, 312A-312C</p>	<p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Interactive Learning activity provides repeated opportunities for children to use precise language to explain their solution paths while solving problems. Supplemental pages of the Teacher’s Edition at the beginning of each topic include <i>Vocabulary Activities</i> for students.</p> <p>In the Do You Understand? feature, students revisit these key terms or concepts and provide explicit definitions or explanations. Students are reminded to use appropriate units of measure in their solutions as well as in labels for diagrams, graphs, and other kinds of displays.</p> <p><b>SE/TE:</b> Topic 1: 5, 7-8; Topic 2: 37-38; Topic 7: 131-132, 135-136; Topic 8: 147-148, 149-150; Topic 9: 169-170; Topic 12: 225-226, 227-228, 235-236, 237-238; Topic 13: 247-248, 253-254; Topic 14: 269-270; Topic 15: 287-288, 289, 291, 293, 295</p> <p><b>TE:</b> Topic 1: 1B, 1D, 16B; Topic 2: 21D, 32B, 38B; Topic 3: 45B, 45D; Topic 4: 65B, 65D, 70B, 72B, 80B, 91B; Topic 5: 91B, 91D; Topic 6: 107D, 125B, 125D, 130B, 132B, 134B; Topic 7: 125D; Topic 8: 145D; Topic 9: 167D, 170D, 172B; Topic 10: 191D; Topic 11: 205D; Topic 12: 221D; Topic 13: 243D; Topic 14: 263B, 263D; Topic 15: 285D, 290B, 292B, 294B; Topic 16: 301B, 301D</p>
<p>Verification of cited evidence  <i>(To be completed by committee)</i></p>		

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA  
2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

Reasoning and Explaining	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.
<p>Evidence of how the Standards for Mathematics Practice were addressed, with page numbers <i>(To be completed by publisher)</i></p>	<p><i>enVisionMATH Common Core</i> provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the <i>Visual Learning Bridge</i>, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically.</p> <p>Reasonableness exercises remind students to compare their work to the original situation. In the <i>Do You Understand?</i> part of the Guided Practice, students gain experiences with quantitative reasoning as they consider the meaning of different parts of an expression or equation.</p> <p>Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <p><b>SE/TE:</b> Topic 1: 9, 11, 13; Topic 2: 25, 27, 31, 33, 35, 37; Topic 3: 49, 51, 53, 55, 57; Topic 4: 67, 73, 75, 77, 79, 81; Topic 6: 111-112; Topic 8: 155; Topic 9: 175, 179, 183, 185; Topic 11: 209; Topic 12: 225, 231; Topic 14: 275, 277</p> <p><b>TE:</b> Topic 1: 1A, 10B; Topic 2: 30B, 38B, 40A; Topic 3: 54B, 56B; Topic 4: 74B, 76B; Topic 5: 94B, 96B, 98B, 100B, 102B; Topic 6: 107B, 112B, 114B; Topic 8: 145B; Topic 9: 174B, 178B, 182B, 184B, 186B; Topic 10: 191B, 194B, 198B; Topic 12: 221B, 226B, 232B; Topic 14: 272B, 274B, 276B; Topic 15: 285B; Topic 16: 310B, 312B</p>	<p>Consistent with a focus on reasoning and sense making is a focus on critical reasoning – argumentation and critique of arguments. In Pearson’s <i>enVisionMATH Common Core</i>, the Problem-Based Interactive Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to use reasoning and to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others.</p> <p>Journal activities in Grades K–2 help students develop foundational critical reasoning skills by having them construct explanations for processes. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others.</p> <p>The supplemental pages at the beginning of each topic suggest opportunities for students to Act It Out, Talk It Out, and Draw It Out to communicate their problem-solving strategies and reasoning.</p> <p><b>SE/TE:</b> Topic 1: 7, 13, 15-16; Topic 2: 31, 33-34, 35, 37; Topic 3: 49, 53, 57, 59; Topic 4: 81, 85-86; Topic 5: 93, 95; Topic 6: 109, 111, 115, 117, 119; Topic 9: 171, 175, 179, 181, 185; Topic 15: 289; Topic 16: 303-304, 305-306</p> <p><b>TE:</b> Topic 1: 1D; Topic 2: 21D; Topic 3: 45D; Topic 4: 65D; Topic 5: 91D; Topic 6: 107D; Topic 7: 125D; Topic 8: 145D; Topic 9: 167D; Topic 10: 191D; Topic 11: 205D; Topic 12: 221D; Topic 13: 243D; Topic 14: 263D; Topic 15: 285D; Topic 16: 301D</p>
<p>Verification of cited evidence <i>(To be completed by committee)</i></p>		

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA**  
**2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

<b>CCSSM Curriculum Materials Analysis – Mathematical Practices – Tool 2</b>		
<b>Modeling and Using Tools</b>	<b>4. Model with mathematics.</b>	<b>5. Use appropriate tools strategically.</b>
<p>Evidence of how the Standards for Mathematics Practice were addressed, with page numbers  <i>(To be completed by publisher)</i></p>	<p>Students in Pearson’s <i>enVisionMATH Common Core</i> are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings, and then equations to model addition and subtraction situations. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <p>In the supplemental pages at the beginning of each topic in the TE, students are encouraged to model mathematics through center activities at a sand table, writing center, science center, dramatic play center, movement center, math center, art center, and/or building center.</p> <p><b>SE/TE:</b> Topic 1: 3, 5, 7, 9, 11, 13; Topic 3: 47; Topic 4: 69, 71; Topic 5: 97, 99; Topic 7: 133; Topic 8: 147, 149, 151, 157, 159; Topic 9: 169, 173, 177; Topic 13: 247, 255, 257</p> <p><b>TE:</b> Topic 1: 1E-1F, 10B, 16A; Topic 2: 21B, 21E-21F; Topic 3: 45A, 48B, 45E-45F; Topic 4: 65B, 65E-65F, 78B, 82B; Topic 5: 91E-91F; Topic 6: 107E-107F; Topic 7: 125E-125F; Topic 8: 145E-145F, 150B, 152B, 154A, 156B, 160B; Topic 9: 167E-167F, 176B, 180B; Topic 10: 191E-191F; Topic 11: 205B, 205E-205F, 208B, 212B; Topic 12: 221E-221F; Topic 13: 243B, 243E-243F, 250A, 250B, 256B; Topic 14: 263E-263F; Topic 15: 285E-285F; Topic 16: 301E-301F</p>	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as eTools, calculators, and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <p><i>Additional Activities</i> described in the TE for each lesson include the use of objects and tools to deepen students’ understanding.</p> <p><b>SE/TE:</b> Topic 1: 3, 5, 7, 9-10, 11, 13, 15; Topic 2: 23-24, 39; Topic 3: 47-48; Topic 4: 67-68, 83, 85; Topic 5: 93-94, 97, 99; Topic 6: 109, 111-112, 113, 115, 117, 119; Topic 7: 127, 129, 131-132, 137, 139; Topic 8: 147, 149, 151, 153-154; Topic 9: 171-172, 181; Topic 10: 193, 195, 197-198; Topic 11: 207, 211-212, 213; Topic 12: 223, 230-231, 235-236, 237; Topic 13: 247, 251-252, 255, 257; Topic 14: 265-266, 267, 271, 273, 280; Topic 16: 309</p> <p><b>TE:</b> Topic 1: 4A, 8B, 12A, 14B, 16A; Topic 2: 24A, 24B, 26A, 26B, 28B, 34B, 36B; Topic 3: 48A, 50B, 58A, 58B; Topic 4: 68B, 72A, 76A, 84B, 86A, 86B; Topic 5: 91B, 94A, 98A; Topic 6: 100B, 112A, 114A, 116B, 118B; Topic 7: 125B, 136A, 136B, 138A, 138B; Topic 8: 145B, 148B, 150A, 152B, 154B 156A, 158B, 162B; Topic 9: 170A, 172A; Topic 10: 194A, 200A; Topic 11: 205B, 205D, 210B, 212A, 214A, 214B; Topic 12: 224B, 226A, 230B, 232A, 236B; Topic 13: 243B, 250A, 250B, 256B, 258B; Topic 14: 263B, 263D, 268A, 272A; Topic 15: 285B, 288A, 288B, 292A, 296B; Topic 16: 304A, 306A</p>
<p>Verification of cited evidence  <i>(To be completed by committee)</i></p>		

**EVALUATION INSTRUMENT FOR THE SELECTION OF INSTRUCTIONAL MATERIALS IN LOUISIANA**  
**2012-2013 Louisiana State Textbook Adoption Cycle K-2 Mathematics**

<b>Seeing Structure and Generalizing</b>	<b>7. Look for and make use of structure.</b>	<b>8. Look for and express regularity in repeated reasoning.</b>
<p>Evidence of how the Standards for Mathematics Practice were addressed, with page numbers  <i>(To be completed by publisher)</i></p>	<p>Students are encouraged to look for structure as they develop solution plans. In the Look for a Pattern problem solving lessons, children in the early years develop a sense of patterning with visual and physical objects. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p> <p><b>SE/TE:</b> Topic 3: 59-60; Topic 5: 102; Topic 6: 119-120; Topic 9: 167; Topic 10: 191, 199-200; Topic 11: 215-216; Topic 13: 254; Topic 14: 265, 269, 280; Topic 16: 303, 305, 307, 312</p> <p><b>TE:</b> Topic 1: 1D, 4B, 12B; Topic 2: 21D; Topic 3: 45D, 59A, 60A-60C; Topic 4: 65B, 65D; Topic 5: 91D; Topic 6: 107D, 119A, 120A-120C; Topic 7: 125D; Topic 8: 145D; Topic 9: 167D; Topic 10: 191D, 199A, 200A-200C; Topic 11: 215A, 216A-216C, Topic 13: 246B, 248B, 254B; Topic 14: 263A, 266B, 268B, 270B, 278B; Topic 15: 301D; Topic 16: 304B, 306B, 308B</p>	<p>Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and as their mathematical thinking mature, to look for and apply generalizations to similar situations.</p> <p>The Problem-Based Interactive Learning activities offer students opportunities to look for regularity in the way operations behave.</p> <p><b>SE/TE:</b> Topic 1: 11; Topic 2: 25-26, 27-28; Topic 7: 133-134, 135-136; Topic 8: 155-156, 157-158; Topic 9: 171-172, 175-176, 179-180; Topic 10: 193-194, 195-196, 197-198; Topic 11: 209-210, 211-212, 213-214, 215; Topic 12: 227, 229, 233, 235; Topic 14: 279; Topic 15: 296; Topic 16: 311</p> <p><b>TE:</b> Topic 7: 134C, 136C, 138C; Topic 8: 156C, 158C, 160C; Topic 9: 167B, 172C, 176C, 180C, 184C; Topic 11: 216B; Topic 12: 226B, 228B, 234; Topic 15: 296A</p>
<p>Verification of cited evidence  <i>(To be completed by committee)</i></p>		