A Correlation of

Scott Foresman·Addison Wesley
enVisionMATH™
Common Core

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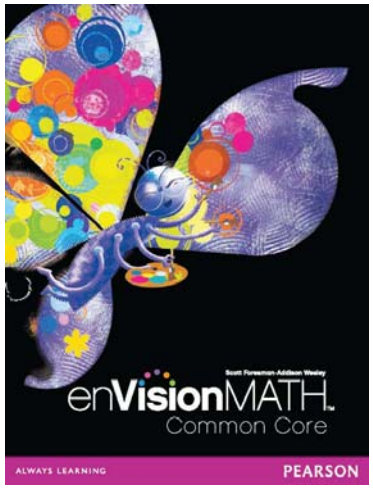

to the

Common Core State Standards for Mathematics

Grade 1

A Correlation of enVisionMATH Common Core © 2012
to the Common Core State Standards for Mathematics

Introduction

This document demonstrates how ***enVisionMATH Common Core*** ©2012 meets the Common Core State Standards for Mathematics, Grade 1. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student Edition.

enVisionMATH Common Core was written specifically to address the Common Core State Standards and is based on critical foundational research and proven classroom results. It is organized and color-coded by the Common Core Domains, so teaching is highly focused, manageable, and coherent. ***enVisionMATH Common Core*** teaches all of the standards for mathematical content within a powerful concept-development skeleton grounded on big ideas of mathematics and related essential understandings.

The straightforward 4-Part lesson structure communicates daily to teachers both the Standards for Mathematical Content and Standards for Mathematical Practice that need to be developed with students and the conceptual underpinnings that need to be understood.

enVisionMATH Common Core provides deep conceptual development and understanding through daily Problem-Based Interactive Learning as a core part of instruction. This daily Interactive Learning is then connected with Visual Learning.

The ***enVisionMATH Common Core*** Student Edition presents content in more visual ways. Page layouts are clean, open, predictable, and easy-to-use. All art is functional, promoting understanding or providing data needed for problems. Visual models are consistent and, whenever possible, the visual and physical models remain the same across lessons to make teaching and learning easier.

The ***enVisionMATH Common Core*** Teacher's Edition provides an instructional plan for each lesson that reflects the work that highly effective teachers do in the classroom. The Teacher's Edition is visually appealing, easily connecting information (e.g. questions) to its point of use in the text. Teaching is grounded on rich questions and classroom conversations.

Assessment in ***enVisionMATH Common Core*** is an integral part of instruction, not an interruption. Both skills and understanding are assessed on a daily basis. Daily formative assessment leads to data-driven differentiated instruction, as well as information for interpreting results (diagnosis) and intervention tasks.

Grade 1 Mathematics

Instructional Material Bureau
Summer 2012 Adoption Review Institute
Form F: Publisher Alignment Form & Review Scoring Rubric

Publisher information and instructions:

Corporation or Publisher: Pearson Education, Inc., publishing as Scott Foresman	Submitted by (name) : Elizabeth Fan	
Division or Imprint: Phone: 847 963-0755	E-mail: Elizabeth.Fan@pearson.com	
Title of Student Edition: Scott Foresman-Addison Wesley enVisionMATH, Common Core Student Edition Grade 1	ISBN: 9780328682652	Lexile Score: 410
Title of Teacher Edition: Scott Foresman-Addison Wesley enVisionMATH, New Mexico Common Core Teacher Edition and Resource Package Grade 1	ISBN: 9780328729845	

Alignment contact information:

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Phone: 847-486-2032	Date: 3/30/2012

SECTION I (CONTENT STANDARDS) CITATION REQUIREMENTS AND SCORING

Enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph.
Example: [123-5] would refer the reviewer to Page 123, paragraph 5 to find the evidence of the indicator.
Citations for "Content Standards, Benchmarks & Performance Standards" must refer to the Student Edition.
Citations for "Other Relevant Criteria" must refer to the Student Edition or the Teacher Edition.

Each citation must address an increasing level of cognition:
Citation 1: Cites material that provides **an introduction** to the content at the **basic knowledge and recall** level.
Citation 2: Cites material that builds on prior knowledge/skills at the **comprehension and application** level.
Citation 3: Cites material that builds on prior knowledge/skills and integrates content to meet the standard at the **analysis, synthesis, or evaluation** levels.

At least two citations must be found satisfactory by the Review Team to meet the requirements of the standard. Scoring will be as follows:

- Satisfactory citations at the "Basic Knowledge" level only, or no valid citations, score **zero (0) points**.
- Satisfactory citations at both the "Basic Knowledge" and "Application" level score a total of **six (6) points**.
- Satisfactory citations at all three levels score a total of **ten (10) points**.

SEE THE BEGINNING OF SECTION II FOR REQUIREMENTS AND SCORING OF "OTHER RELEVANT CRITERIA" CITATIONS

THE PAGES OF THIS FORM WILL BE SCANNED. PLEASE FOLLOW THESE GUIDELINES WHEN PREPARING IT FOR SUBMISSION:

- Use only the original forms provided by the Instructional Material Bureau. Do not modify the form. Do not attempt to "recreate" the form.
- Print out the completed form on 20# white 8.5 x 11 office paper ONLY. Do not insert covers, dividers, etc.
- Do not bind the completed form. Use a single staple in the corner to secure the form.

Instructional Material Bureau
Summer 2011 Adoption Review Institute
THIS PAGE FOR REVIEW INSTITUTE STAFF

FACILITATOR USE ONLY

FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR)		
	Verified: 90% or Higher	Facilitator Signature
	Verified: 89% or Lower	Facilitator Signature

Reviewer Name:	Reviewer Number:	Date:	Facilitator:

REVIEWER INSTRUCTIONS

For each citation you verify, make a note in the citation cell (Use 4 if the citation was verified or 8 if the citation did not provide evidence).

Based on the citations you verified, enter the score in the **"Item Score"** cell at the end of the row. Every item with an item number in the **Item #** column must be scored.

Citations that you verify at the "Basic Knowledge" level only, or no valid citations, score zero (0) points.
Citations that you verify at both the "Basic Knowledge" and "Application" level score a total of six (6) points.
Citations that you verify at all three levels score a total of ten (10) points.

At the end of each page, total the scores in the **"Item Score"** column.
Enter the total score in the **Page Total Score** box at the bottom of each page.
At the end of the section, add up all your Page Total Score boxes and enter that total in the Reviewers Section I **Total Section Score box**

POINTS	DEFINITION
0	Citations did not meet the requirements of the standard for at least two levels.
6	Citations met the requirements of the standard at two of the levels.
10	Citations met the requirements of the standard at all three levels.

REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
Operations and Algebraic Thinking 1.OA					
A. Represent and solve problems involving addition and subtraction.					
1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the Problem.	[8-Guided Practice]	[165-Number Sense]	[56-Journal]	1	
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	[191-Instruct in Small Steps]	[198-Problem Solving]	[195-Connect]	2	
B. Understand and apply properties of operations and the relationship between addition and subtraction.					
3. Apply properties of operations as strategies to add and subtract. *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*	[28-Guided Practice]	[192-Do You Understand?]	[198-Journal]	3	
4. Understand subtraction as an unknown-addend Problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*	[41-Model/ Demonstrate]	[44-Problem Solving]	[60-Journal]	4	

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REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
C. Add and subtract within 20.					
5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	[92-Guided Practice]	[98-Problem Solving]	[117-Connect]	5	
6. Add and subtract within 20, demonstrating fluency For addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	[73-Model/ Demonstrate]	[167-Extend]	[213-Connect]	6	
D. Work with addition and subtraction equations.					
7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*	[20-Guided Practice]	[77-Extend]	[78-Do You Understand?]	7	
8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 =? – 3, 6 + 6 = ?.*	[21-Algebra]	[128-Problem Solving]	[174-Journal]	8	
Number and Operations in Base Ten 1.NBT					

pg. 2 Total	

REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
E. Extend the counting sequence.					
1. Count to 120, starting at any number less than120. In this range, read and write numerals and represent a number of objects with a written numeral.	[244-Guided Practice]	[246-Problem Solving]	[246-Journal]	9	
F. Understand place value.					
2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	[277-Instruct in Small Steps]	[281-Extend]	[292-Journal]	10	
2. (a) 10 can be thought of as a bundle of ten ones — called a "ten."	[239-Model/ Demonstrate]	[239-Extend]	[255-Connect]	11	
2. (b) The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	[239-Peer Questioning]	[242-Problem Solving]	[240-Do You Understand?]	12	
2. (c) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	[247-Instruct in Small Steps]	[276-Problem Solving]	[275-Algebra]	13	
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	[307-Instruct in Small Steps]	[309-Number Sense]	[310-Journal]	14	

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REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
G. Use place value understanding and properties of operations to add and subtract.					
4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction relate the strategy to a written method and explain the reasoning used. Understand that in adding two digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	[333-Whole-Class Discussion]	[336-Problem Solving]	[346-Do You Understand?]	15	
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	[338-Question #2]	[340-Journal]	[338-Do You Understand?]	16	
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	[355-Model/ Demonstrate]	[358-Problem Solving]	[363-Connect]	17	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
Measurement and Data 1.MD					
H. Measure lengths indirectly and by iterating length units.					
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object	[386-Guided Practice]	[388-Journal]	[387-Spatial Thinking]	18	
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*	[393-Model/ Demonstrate]	[400-Journal]	[394-Do You Understand?]	19	
I. Tell and write time.					
3. Tell and write time in hours and half-hours using analog and digital clocks.	[415-Model/ Demonstrate]	[422-Problem Solving]	[425-Algebra]	20	
J. Represent and interpret data.					
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	[443-Independent Practice]	[464-Journal]	[444-Journal]	21	

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REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
Geometry 1.G					
K. Reason with shapes and their attributes.					
1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	[480-Guided Practice]	[474-Problem Solving]	[481-Geometry]	22	
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Note: Students do not need to learn formal names such as "right rectangular prism.")	[475-Model/ Demonstrate]	[490-Journal]	[504-Do You Understand?]	23	
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrase *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	[517-Model/ Demonstrate]	[524-Problem Solving]	[527-Reasoning]	24	
Reviewer's Section I Totals					Total Section Score

pg. 6 Total	

REVIEWER # _____

PUBLISHER: SECTION II CITATION REQUIREMENTS AND SCORING

Citations for "Other Relevant Criteria" will usually refer to the Teacher Edition, but may refer to the Student Edition.
Enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph.

- Example: [123-5] would refer the reviewer to Page 123, paragraph 5 to find the evidence of the indicator.

All three citations must be found satisfactory by the Review Team to meet the requirements of the standard.

REVIEWER: USE THE TEACHER'S EDITION AND THE STUDENT EDITION TO CONDUCT THIS PORTION OF THE REVIEW

Every item with an item number in the **Item #** column must be scored.

- All three citations must be verified in order to receive points.

1. For each citation you verify, make a note in the citation cell (Use 4 if the citation was verified or 8 if the citation did not provide evidence).
2. Based on the citations you verified, enter the score in the **"Item Score"** cell at the end of the row.
3. At the end of each page, total the scores in the **"Item Score"** column.
4. Enter the total score in the **Page Total Score** box at the bottom of each page.
5. At the end of the section, add up all your **Page Total Score** boxes and enter that total in the Reviewers Section II **Total Section Score box**

KEY:
0 = Citations did not meet the requirements of the standard.
5 = Citations met the requirements of the standard.

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
GENERAL CRITERIA					
A. The textbook provides pictorials, graphics, and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	[115E-Interactive Math Story]	[273-Graphic]	[414-Time Counts]	1	

pg. 7 Total	

REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
B. The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	[40-Math Project]	[116-Math Project]	[516-Math Project]	2	
C. The textbook provides assignments with activities requiring student responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.	[54-Visual Learning]	[298-Math Project]	[469D-Graphic]	3	
D. The textbook presents appropriate role models within content rather than an oversimplified standardized image of a person or group; avoids stereotyping.	[122-Visual Learning]	[161-Book to Read]	[286-Visual Learning]	4	
E. At the beginning of each unit, chapter or lesson there is a list of content and mathematical practice standards covered within the unit, chapter and/or lesson.	[3A-Common Core]	[7A-Common Core]	[11A-Common Core]	5	
F. The textbook provides an introduction to the lesson including the comprehension questions (i.e. focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction.	[15-Focus]	[19-Focus]	[23-Focus]	6	
G. The textbook integrates appropriate mathematical vocabulary into each lesson.	[27A-Vocabulary	[41A-Vocabulary]	[53A-Vocabulary]	7	
H. The textbook provides visual representations such as pictorial models, tables, graphs, manipulatives and number lines to assist students' comprehension.	[130-Visual Learning]	[304-Visual Learning]	[442-Visual Learning]	8	

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REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
I. The textbook provides extensive and varied opportunities to practice lesson objectives using higher order thinking skills.	[65-Extend]	[96-Do You Understand?]	[132-Journal]	9	
J. The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.	[69A-Daily Common Core Review]	[91A-Daily Common Core Review]	[121A-Daily Common Core Review]	10	
K. The textbook provides activities for students to make interdisciplinary connections to social studies, science, language arts, music, art and sports plus connections with their personal experiences.	[40-Math Project]	[298-Math Project]	[516-Math Project]	11	
L. The textbook provides field activities for students.	[115-Home Activity]	[161-Home Activity]	[203-Home Activity]	12	
M. The textbook incorporates increasingly complex tasks within lessons requiring analysis, evaluation and synthesis.	[118-Do You Understand?]	[148-Journal]	[444-Journal]	13	
N. The textbook provides cognitively demanding activities that elicit critical thinking and reasoning.	[142-Do You Understand?]	[305-Reasoning]	[402-Do You Understand?]	14	
O. The textbook incorporates the use of appropriate technology and manipulatives by students.	[15-Model/ Demonstrate]	[34-Going Digital]	[156-Going Digital]	15	
P. The textbook provides references to support student learning such as a glossary and word lists.	[168-Animated Glossary]	[218-Animated Glossary]	[278-Animated Glossary]	16	

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REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
Q. The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts.	[205-Problem-Based Interactive Learning]	[367-Problem-Based Interactive Learning]	[517-Problem-Based Interactive Learning]	17	
R. Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.	[221A-Objective]	[224A-Objective]	[224B-Differentiated Instruction]	18	
S. The Teacher's Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners.	[237C-Differentiated Instruction]	[242B-Differentiated Instruction]	[378B-Differentiated Instruction]	19	
T. The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction).	[161C-ELL]	[203C-ELL]	[236C-ELL]	20	
U. The Teacher's Edition includes content and information that support a variety of approaches to instruction, including (score each item separately):					
1. Writing activities where students explain their mathematical thinking.	[252-Do You Understand?]	[270-Do You Understand?]	[306-Journal]	21	
2. Project-based learning assignments	[162-Math Project]	[324-Math Project]	[414-Math Project]	22	
3. Interdisciplinary instruction	[90-Math Project]	[116-Math Project]	[238-Math Project]	23	
4. Cooperative learning strategies	[269-Small-Group Interaction]	[281-Small-Group Interaction]	[401-Small-Group Interaction]	24	

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REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
5. Early and effective intervention instructional strategies	[304-Error Intervention]	[306B-Intervention]	[316-Error Intervention]	25	
V. The Teacher's Edition provides the teacher with instructional strategies for every lesson.	[325-Problem-Based Interactive Learning]	[329-Problem-Based Interactive Learning]	[333-Problem-Based Interactive Learning]	26	
W. The Teacher's Edition and resources provide instructional support for developing both student conceptual understanding and procedural fluency.	[333-Problem-Based Interactive Learning]	[359-Problem-Based Interactive Learning]	[441-Problem-Based Interactive Learning]	27	
X. The Teacher's Edition and resources provide various assessments (e.g., pre- and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives.	[336A-Assessment]	[351-Test]	[352-Performance Task]	28	
Y. The Teacher's Edition and resources provide student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration.	[358A-Student Samples]	[382-Scoring Rubric]	[412-Scoring Rubric]	29	
Z. The Teacher's Edition provides opportunities for student presentations	[34-Going Digital]	[156-Going Digital]	[478-Going Digital]	30	
				pg. 11 Total	

REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
and projects using technology.					
STANDARDS FOR MATHEMATICAL PRACTICE					
AA. Make sense of problems and persevere in solving them:					
1. The lesson activities and assessments require students to make conjectures about the form and meaning of their solution strategies and plan a solution strategy rather than jumping into solution attempts.	[402-Plan]	[462-Plan]	[476-Plan]	31	
2. The lesson activities require students to communicate their understanding of the approaches of others in solving problems and to identify correspondences between different approaches.	[170-Journal]	[174-Journal]	[228-Question #19]	32	
BB. Reason abstractly and quantitatively:					
1. The lesson activities and assessments require students to make sense of quantities and their relationships in problem situations.	[104-Guided Practice]	[106-Problem Solving]	[242-Problem Solving]	33	
2. The lesson activities and assessments require students to decontextualize mathematical problem situations by abstracting the situation, representing it symbolically, and manipulating the representing symbols to solve problems.	[20-Guided Practice]	[54-Guided Practice]	[78-Guided Practice]	34	

pg. 12 Total	

REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
3. The lesson activities and assessments require students to pause during manipulation of numbers and symbols to contextualize mathematical expressions and equations, create coherent representations, consider the units involved, and attend to the meaning of quantities within a context.	[44-Journal]	[128-Journal]	[178-Journal]	35	
CC. Construct viable arguments and critique the reasoning of others:					
1. The lesson activities and assessments require students to understand and use stated assumptions, definitions, and previously established results in constructing mathematical arguments.	[96-Do You Understand?]	[142-Do You Understand?]	[174-Journal]	36	
2. The lesson activities and assessments require students to provide a justification for their solutions, communicate their mathematical reasoning to others and respond to arguments of others.	[24-Do You Understand?]	[54-Do You Understand?]	[100-Do You Understand?]	37	
3. The lesson activities and assessments require students to compare the effectiveness of two plausible arguments; distinguish correct logic or reasoning from that which is flawed, and if there is a flaw in an argument, explain what it is.	[98-Question #10]	[170-Journal]	[288-Question #9]	38	
4. The lesson activities and assessments provide opportunities for students to explore examples and counter examples.	[78-Guided Practice]	[207-Reasoning]	[227-Reasonableness]	39	
DD. Model with mathematics:					

pg. 13 Total	

REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
1. The lesson activities and assessments require students to apply the mathematics they know to solve problems arising in everyday life, society and the workplace.	[414-Math Project]	[436-Math Project]	[520-Journal]	40	
2. The lesson activities and assessments require students to apply what they know to breakdown and simplify complicated situations.	[176-Read and Understand]	[346-Read and Understand]	[508-Read and Understand]	41	
3. The lesson activities and assessments require students to interpret their mathematical results in the context of the situation, reflect on whether the results make sense, and reflect on how well their model has supported their problem solving.	[83-Look Back and Check]	[261-Look Back and Check]	[403-Look Back and Check]	42	
EE. Use appropriate tools strategically:					
1. The lesson activities and assessments require students to use a variety of tools and manipulatives to solve various problems.	[20-Visual Learning]	[269-Model/ Demonstrate]	[483-Model/ Demonstrate]	43	
2. The lesson activities and assessments require students to make sound decisions about choosing appropriate tools.	[273-Instruct in Small Steps]	[402-Guided Practice]	[484-Guided Practice]	44	
3. The lesson activities and assessments require students to use estimation to detect possible errors.	[405-Model/ Demonstrate]	[406-Guided Practice]	[412-Question #4]	45	
4. The lesson activities and assessments require students to use technology to explore and deepen their understanding of concepts.	[34-Going Digital]	[156-Going Digital]	[478-Going Digital]	46	

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REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
FF. Attend to precision:					
1. The lesson activities and assessments require precise communication among students (e.g., using clear definitions, stating the meaning of symbols, specifying units of measure.)	[415-Small-Group Interaction]	[436-Treasure Sort]	[469D-Vocabulary Activities]	47	
2. The lesson activities and assessments require students to answer with a degree of precision appropriate for the problem's context.	[394-Guided Practice]	[396A-Assessment]	[400-Problem Solving]	48	
GG. Look for and make use of structure:					
1. The lesson activities and assessments require students to look closely to discern a pattern or structure through opportunities provided.	[253-Algebra]	[259-Model/ Demonstrate]	[264-Set D]	49	
HH. Look for and express regularity in repeated reasoning:					
1. The lesson activities and assessments require students to notice if calculations are repeated, and look both for general methods and for shortcuts.	[168-Visual Learning]	[172-Visual Learning]	[180-Visual Learning]	50	
2. The lesson activities and assessments require students to maintain oversight of the process, while attending to the details.	[108-Plan]	[290-Plan]	[376-Plan]	51	
3. The lesson activities and assessments require students to continually evaluate the reasonableness of their intermediate results.	[109-Look Back and Check]	[291-Look Back and Check]	[377-Look Back and Check]	52	

pg. 15 Total	

REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
II. The Teacher's Edition provides scaffolded curriculum maps.	[178B-Differentiated Instruction]	[237C-Differentiated Instruction]	[388B-Differentiated Instruction]	53	
TECHNOLOGY KNOWLEDGE AND SKILLS (GRADES K-2)					
JJ. Provides students with opportunities to:					
1. Gain basic skills such as inputting information, beginning touch keyboarding, and becoming familiar with the computer	[34-Going Digital]	[156-Going Digital]	[478-Going Digital]	54	
2. Use technology to access information	[8-Animated Glossary]	[42-Animated Glossary]	[126-Animated Glossary]	55	
3. Use computers and related technology to make presentations and prepare projects	[110-Going Digital]	[156-Going Digital]	[478-Going Digital]	56	
4. Apply computer and technology skills to the curriculum area	[34-Going Digital]	[156-Going Digital]	[478-Going Digital]	57	
Reviewer's Section II Total					Total Section Score
Reviewer's Grand Total					Total Review Score

pg. 16 Total	