A Correlation of

Scott Foresman·Addison Wesley
enVisionMATH™
Common Core

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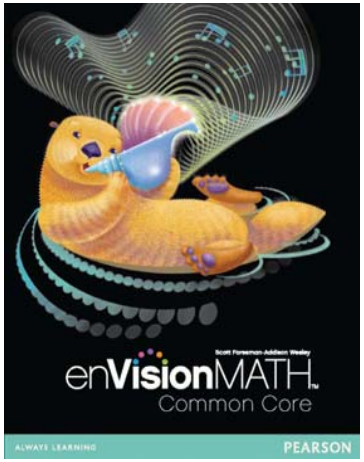

to the

Common Core State Standards for Mathematics

Grade 3

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 3. 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 3 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 3	ISBN: 9780328672615	Lexile Score: 630
Title of Teacher Edition: Scott Foresman-Addison Wesley enVisionMATH, New Mexico Common Core Teacher Edition and Resource Package Grade 3	ISBN: 9780328729869	

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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 3.OA					
A. Represent and solve problems involving multiplication and division.					
1: Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*	[100B-Model/ Demonstrate]	[106B-Extend]	[106-Do You Understand?]	1	
2: Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*	[172B-Model/ Demonstrate]	[173-Problem Solving]	[171-Lesson 7-5]	2	
3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Note: See Glossary, Table 2.)	[156B-Model/ Demonstrate]	[196-Problem Solving]	[178B-Connect]	3	
4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ÷ 3, 6 × 6 = ?.*	[176-Do You Know How?]	[203-Independent Practice]	[192-Do You Understand?]	4	

pg. 1 Total	

REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
B. Understand properties of multiplication and the relationship between multiplication and division.					
5: Apply properties of operations as strategies to multiply and divide. (Note: Students need not use formal terms for these properties.) *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of Multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*	[104B-Model/ Demonstrate]	[155-Problem Solving]	[142B-Connect]	5	
6: Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*	[176-Independent Practice]	[177-Problem Solving]	[178B-Connect]	6	
C. Multiply and divide within 100.					
7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	[122B-Model/ Demonstrate]	[193-Problem Solving]	[208-Writing to Explain]	7	
D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.					
8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for	[132B-Whole-Class Discussion]	[133-Independent Practice]	[132-Do You Understand?]	8	

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REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Note: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order -- Order of Operations.)					
9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	[126B-Model]	[122B-Extend]	[126-Do You Understand?]	9	
Number and Operations in Base Ten 3.NBT					
E. Use place value understanding and properties of operations to perform multi-digit arithmetic.					
1: Use place value understanding to round whole numbers to the nearest 10 or 100.	[42-Another Example]	[48-Problem Solving]	[42B-Connect]	10	
2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	[72B-Use Drawings]	[79-Problem Solving]	[86-Do You Understand?]	11	
3: Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	[130B-Model/ Demonstrate]	[131-Problem Solving]	[130-Do You Understand?]	12	

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REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
Number and Operations – Fractions 3.NF					
F. Develop understanding of fractions as numbers. *Note: Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.*					
1: Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*.	[224B-Instruct in Small Steps]	[224B-Extend]	[226B-Connect]	13	
2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.	[230-Independent Practice]	[230B-Extend]	[230-Construct Arguments]	14	
2: (a) Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.	[230B-Model/ Demonstrate]	230-Guided Practice	[230-Do You Understand?]	15	
2: (b) Represent a fraction *a*/*b* on a number line diagram by marking off *a* lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.	[232-Independent Practice]	[231-Problem Solving]	[235-Reason]	16	
3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	[262B-Whole-Class Discussion]	[262B-Extend]	[263-Reason]	17	
3: (a) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	[254B-Use Common Objects]	[254-Extend]	[255-Do You Understand?]	18	
4: (b) Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are	[254-Another Example]	[256-Problem Solving]	[258-Do You Understand?]	19	

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REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
equivalent, e.g., by using a visual fraction model					
3: (c) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*	[260B-Whole Class Participation]	[261-Problem Solving]	[260B-Connect]	20	
3: (d) Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	[246B-Use Common Objects]	[247-Problem Solving]	[246B-Connect]	21	
Measurement and Data 3.MD					
G. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.					
1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	[308-Independent Practice]	[313-Problem Solving]	[312B-Connect]	22	
2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Note: Excludes compound units such as cm3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems	[374-Independent Practice]	[381-Problem Solving]	[376B-Connect]	23	

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REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Note: Excludes multiplicative comparison problems -- problems involving notions of "times as much"; see Glossary, Table 2.)					
H. Represent and interpret data.					
3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	[400B-Whole-Class Discussion]	[398-Problem Solving]	[402-Generalize]	24	
4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	[394-Do You Know How?]	[394B-Extend]	[395-Writing to Explain]	25	
I. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.					
5: Recognize area as an attribute of plane figures and understand concepts of area measurement.	[342B-Academic Vocabulary]	[359-Problem Solving]	[342-Do You Understand?]	26	
5: (a) A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	[344B-Model/ Demonstrate]	[345-Problem Solving]	[344B-Connect]	27	
5: (b) A plane figure which can be covered	[344-Independent	[344B-Extend]	[344-Do You	28	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.	Practice]		Understand?]		
6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	[346-Independent Practice]	[347-Problem Solving]	[347-Critique Reasoning]	29	
7: Relate area to the operations of multiplication and addition.	[348B-Whole-Class Discussion]	[349-Problem Solving]	[348-Do You Understand?]	30	
7: (a) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	[348-Do You Know How?]	[347-Extend]	[349A-Assessment]	31	
7: (b) Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	[348-Independent Practice]	[349-Problem Solving]	[348-Do You Know How?]	32	
7: (c) Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* × *b* and *a* × *c*. Use area models to represent the distributive property in mathematical reasoning.	[350-Do You Know How?]	[350B-Extend]	[351-Reasonableness]	33	
7: (d) Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	[354B-Whole-Class Discussion]	[355-Independent Practice]	[355-Do You Understand?]	34	
J. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.					

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	[324-Do You Know How?]	[329-Problem Solving]	[330B-Connect]	35	
Geometry 3.G					
K. Reason with shapes and their attributes.					
1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	[280B-Whole-Class Discussion]	[286B-Extend]	[286-Do You Understand?]	36	
2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*	[360-Independent Practice]	[360B-Instruct in Small Steps]	[360B-Small Group Instruction]	37	

Reviewer's Section I Totals	Total Section Score

pg. 8 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	[115D-Math and Literature]	[226-Visual Learning]	[227-Question #18]	1	

pg. 9 Total	

REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.					
B. The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	[63E-Math Project]	[115E-Math Project]	[189E-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.	[219-Graphic]	[371D-Math and Literature]	[400-Visual Learning]	3	
D. The textbook presents appropriate role models within content rather than an oversimplified standardized image of a person or group; avoids stereotyping.	[219D-Math and Literature]	[354-Graphics]	[404-Bicycle Club Miles]	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.	[6A-Common Core]	[8A-Common Core]	[10A-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.	[12B-Focus]	[14B-Focus]	[16B-Focus]	6	

pg. 10 Total	

REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
G. The textbook integrates appropriate mathematical vocabulary into each lesson.	[32A-Vocabulary]	[34A-Vocabulary]	[42A-Vocabulary]	7	
H. The textbook provides visual representations such as pictorial models, tables, graphs, manipulatives and number lines to assist students' comprehension.	[6B-Model/ Demonstrate]	[230-Independent Practice]	[397-Independent Practice]	8	
I. The textbook provides extensive and varied opportunities to practice lesson objectives using higher order thinking skills.	[106-Do You Understand?]	[142B-Connect]	[178B-Connect]	9	
J. The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.	[46A-Daily Common Core Review]	[50A-Daily Common Core Review]	[54A-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.	[63E-Math Project]	[97E-Math Project]	[139EMath Project]	11	
L. The textbook provides field activities for students.	[63E-Home School Connection]	[97E-Home School Connection]	[115E-Home School Connection]	12	
M. The textbook incorporates increasingly complex tasks within lessons requiring analysis, evaluation and synthesis.	[42B-Connect]	[132-Do You Understand?]	[208-Writing to Explain]	13	

pg. 11 Total	

REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
N. The textbook provides cognitively demanding activities that elicit critical thinking and reasoning.	[230-Construct Arguments]	[235-Reason]	[263-Reason]	14	
O. The textbook incorporates the use of appropriate technology and manipulatives by students.	[39-Going Digital]	[68B-Model/ Demonstrate]	[121-Going Digital]	15	
P. The textbook provides references to support student learning such as a glossary and word lists.	[32-Animated Glossary]	[34-Animated Glossary]	[42-Animated Glossary]	16	
Q. The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts.	[118B-Problem-Based Interactive Learning]	[230B-Problem-Based Interactive Learning]	[350B-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.	[122A-Objective]	[199B-Differentiated Instruction]	[344A-Objective]	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.	[139-Differentiated Instruction]	[277B-Differentiated Instruction]	[351B-Differentiated Instruction]	19	
T. The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction).	[196C-ELL]	[243C-ELL]	[273C-ELL]	20	

pg. 12 Total	

REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
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.	[208-Writing to Explain]	[395-Writing to Explain]	[344-Do You Understand?]	21	
2. Project-based learning assignments	[139E-Math Project]	[273E-Math Project]	[389E-Math Project]	22	
3. Interdisciplinary instruction	[63E-Math Project]	[97E-Math Project]	[139E-Math Project]	23	
4. Cooperative learning strategies	[126B-Small-Group Interaction]	[304B-Small-Group Interaction]	[374B-Small-Group Interaction]	24	
5. Early and effective intervention instructional strategies	[108-Error Intervention]	[247B-Intervention]	[314-Error Intervention]	25	
V. The Teacher's Edition provides the teacher with instructional strategies for every lesson.	[34B-Problem-Based Interactive Learning]	[102B-Problem-Based Interactive Learning]	[144B-Problem-Based Interactive Learning]	26	
W. The Teacher's Edition and resources provide instructional support for developing both student conceptual understanding and procedural fluency.	[206B-Problem-Based Interactive Learning]	[248B-Problem-Based Interactive Learning]	[314B-Problem-Based Interactive Learning]	27	
X. The Teacher's Edition and resources provide various assessments (e.g., pre- and post-tests, self-assessments,	[197A-Assessment]	[216-Topic Test]	[218-Performance Assessment]	28	

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REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives.					
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.	[229A-Student Samples]	[242-Scoring Rubric]	[272-Scoring Rubric]	29	
Z. The Teacher's Edition provides opportunities for student presentations and projects using technology.	[71-Going Digital]	[121-Going Digital]	[163-Going Digital]	30	
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.	[265-Understand and Plan]	[363-Plan]	[405-Plan]	31	
2. The lesson activities require students to communicate their understanding of the approaches of others in solving problems and to identify	[86-Critique Reasoning]	[155-Critique Reasoning]	[177-Critique Reasoning]	32	

pg. 14 Total	

REVIEWER # _____

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
correspondences between different approaches.					
BB. Reason abstractly and quantitatively:					
1. The lesson activities and assessments require students to make sense of quantities and their relationships in problem situations.	[21-Problem Solving]	[251-Problem Solving]	[253-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.	[101-Problem Solving]	[177-Problem Solving]	[105-Problem Solving]	34	
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.	[106-Independent Practice]	[180-Independent Practice]	[184-Set D]	35	
CC. Construct viable arguments and critique the reasoning of others:					

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
1. The lesson activities and assessments require students to understand and use stated assumptions, definitions, and previously established results in constructing mathematical arguments.	[20-Construct Arguments]	[230-Construct Arguments]	[287-Construct Arguments]	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.	[122-Critique Reasoning]	[143-Critique Reasoning]	[222-Communicate]	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.	[173-Writing to Explain]	[196-Writing to Explain]	[155-Critique Reasoning]	38	
4. The lesson activities and assessments provide opportunities for students to explore examples and counter examples.	[86-Critique Reasoning]	[177-Critique Reasoning]	[180-Persevere]	39	
DD. Model with mathematics:					
1. The lesson activities and assessments require students to apply the mathematics they know to solve	[225-Problem Solving]	[247-Problem Solving]	[277-Problem Solving]	40	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
problems arising in everyday life, society and the workplace.					
2. The lesson activities and assessments require students to apply what they know to breakdown and simplify complicated situations.	[133-Independent Practice]	[162-Independent Practice]	[202-Independent Practice]	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.	[57-Independent Practice]	[89-Check]	[203-Visual Learning]	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.	[6B-Model/ Demonstrate]	[32B-Model/ Demonstrate]	[348-Independent Practice]	43	
2. The lesson activities and assessments require students to make sound decisions about choosing appropriate tools.	[326B-Whole-Class Discussion]	[363-Independent Practice]	[379-Problem Solving]	44	
3. The lesson activities and assessments require students to use estimation to detect possible errors.	[57-Independent Practice]	[72-Independent Practice]	[83-Independent Practice]	45	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
4. The lesson activities and assessments require students to use technology to explore and deepen their understanding of concepts.	[39-Going Digital]	[71-Going Digital]	[91-Going Digital]	46	
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.)	[172B-Small-Group Interaction]	[194B-Small-Group Interaction]	[278B-Small-Group Interaction]	47	
2. The lesson activities and assessments require students to answer with a degree of precision appropriate for the problem's context.	[175-Be Precise]	[199-Be Precise]	[354-Another Example]	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.	[118-Reason]	[126B-Model]	[128B-Extend]	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	[68B-Model/ Demonstrate]	[78B-Model/ Demonstrate]	[86B-Model/ Demonstrate]	50	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
both for general methods and for shortcuts.					
2. The lesson activities and assessments require students to maintain oversight of the process, while attending to the details.	[179-Understand and Plan]	[211-Plan and Solve]	[237-Plan]	51	
3. The lesson activities and assessments require students to continually evaluate the reasonableness of their intermediate results.	[56B-Instruct in Small Steps]	[56-Independent Practice]	[57A-Assessment]	52	
II. The Teacher's Edition provides scaffolded curriculum maps.	[115C-Differentiated Instruction]	[231B-Differentiated Instruction]	[315B-Differentiated Instruction]	53	
TECHNOLOGY KNOWLEDGE AND SKILLS (GRADES 3-5)					
JJ. Provides students with opportunities to:					
1. Practice using proper keyboarding techniques.	[91-Going Digital]	[121-Going Digital]	[163-Going Digital]	**54**	
2. Acquire information by selecting the most appropriate search strategies.	[126-Animated Glossary]	[224-Animated Glossary]	[304-Animated Glossary]	**55**	
3. Use a variety of technologies, for example: word processing, graphics, databases, spreadsheets, simulations, multimedia, and telecommunications.	[39-Going Digital]	[71-Going Digital]	[91-Going Digital]	**56**	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
4. Solve problems and communicate information in various formats and to a variety of audiences and evaluate their results.	[121-Going Digital]	[229-Journal]	[383-Independent Practice]	57	
Reviewer's Section II Total					Total Section Score
Reviewer's Grand Total					Total Review Score