

A Correlation of

INVESTIGATIONS  ©2017  
IN NUMBER, DATA, AND SPACE®



to the

**West Virginia Evaluation Criteria  
Grade 1**

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

<b>PUBLISHER:</b>	<b>Savvas Education Inc., publishing as Prentice Hall and Scott Foresman</b>		
<b>SUBJECT:</b>	Mathematics	<b>SPECIFIC GRADE:</b>	Grade 1
<b>COURSE:</b>	<b>Group VI – Grade 1</b>	<b>TITLE</b>	Investigations 3 in Number, Data, and Space®
<b>COPYRIGHT:</b>	2017		
<b>SE ISBN:</b>	9780328974535	<b>TE ISBN:</b>	9780328915453

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

**Table of Contents**

Non-Negotiable Evaluation Criteria .....	1
General Evaluation Criteria .....	3
Specific Evaluation Criteria .....	17

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

**NON-NEGOTIBLE EVALUATION CRITERIA**

**2018-2024  
Group VI – Mathematics  
Grade 1**

<b>Equity, Accessibility and Format</b>				
Yes	No	N/A	CRITERIA	NOTES
X			<p><b>1. INTER-ETHNIC</b> The <b>instructional</b> materials meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy (Adopted December 1970).</p>	<p>Inter-ethnic representations are evident throughout the <i>Investigations 3</i> program. Illustrations, activities, word-problems, assessments, examples, and extra materials include examples of different ethnicities and cultures. Students gain a sense that mathematics transcends differences in culture and ethnicity.</p> <p>See the following examples:  <b>Unit 1:</b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.5, 2.6, 3.3, 3.6  <b>Unit 4:</b> 1.3, 1.4, 1.5, 1.6, 1.7  <b>Unit 6:</b> 1.1, 1.2, 1.4, 1.7, 2.3  <b>Unit 8:</b> 1.1, 1.4, 1.8</p>
X			<p><b>2. EQUAL OPPORTUNITY</b> The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by WV Board of Education Policy (Adopted May 1975).</p>	<p>The <i>Investigations 3</i> program offers examples of equal opportunity throughout each unit, lesson, example, and real-world problem. Boys and girls, men and women of different backgrounds and ethnicities are represented as achieving and contributing in equal ways in the classroom and to society.</p> <p>See the following examples:  <b>Unit 1:</b> 2.1, 2.2, 2.3, 2.6, 3.3  <b>Unit 3:</b> 1.1, 1.2, 1.3, 2.1, 2.3, 2.8, 3.2, 4.4, 4.5, 4.6  <b>Unit 5:</b> 1.1, 1.2, 1.3, 1.4, 2.7</p>

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

<b>Equity, Accessibility and Format</b>				
Yes	No	N/A	CRITERIA	NOTES
X			<b>3. FORMAT</b> This resource is available as an option for adoption in an interactive electronic format.	In addition to the physical textbook version, <i>Investigations 3</i> is also available for grades K-5 at SavvasRealize.com. Throughout the program, students are engaged in the main math concepts of each lesson which include viewing and making digital presentations, engaging videos, digital tools, interactive games, and online assessments.
X			<b>4. BIAS</b> The instructional material is free of political bias.	The instructional material consists of an integration of mathematical content and practices, including contextual and cross-curricular applications that is free from political bias. Students are given opportunities to explore and express their own feelings and perspectives, but there is no political commentary or philosophical bias embedded in the program content or presentation.

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

**GENERAL EVALUATION CRITERIA  
2018-2024  
Group VI – Mathematics  
Grade 1**

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (in-depth) or A (adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses				
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N
	<i>In addition to alignment of Content Standards, materials must also clearly connect to Learning for the 21<sup>st</sup> Century which includes opportunities for students to develop:</i>				
<p><b>Use Problem Solving Skills</b></p> <p><i>For student mastery of content standards, the instructional materials will include multiple strategies that provide students with opportunities to:</i></p>					
<p><i>Investigations 3</i> guides students in making sense of new mathematical content. “Classroom Routines and Math Workshops” provide opportunities for students to interact with the concepts and discover the best path to solving problems.</p> <p>See the following examples:</p> <p><b>Unit 1:</b> 1.1, 1.2, 2.3, 2.4, 2.7, 2.8, 3.1, 3.2, 3.4, 3.6, 3.7  <b>Unit 6:</b> 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2</p>	<p>1. Make sense of problems and persevere in solving them;</p>				

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
<p>Mathematical precision is used in solving problems, labeling representations, and using proper vocabulary when communicating ideas. In <i>Investigations 3</i>, students are required to use precise calculations as well as precise language when describing their processes.</p> <p>See the following examples:</p> <p><b>Unit 3:</b> 1.2, 2.2, 2.4, 2.5, 2.8, 3.1, 3.2, 3.4, 4.1  <b>Unit 8:</b> 1.1, 1.2, 1.3, 1.5, 1.6</p>	<p>2. attend to precision;</p>							
<p>Each session includes hands-on activities that are both student and teacher directed. Students build upon their prior knowledge as they add new concepts to more complicated problem situations.</p> <p>See the following examples:</p> <p><b>Unit 3:</b> 1.3, 2.1, 2.2, 2.6, 2.8, 3.3, 3.5, 3.6, 4.1, 4.4, 4.6, 4.7, 4.8  <b>Unit 6:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.9, 2.1, 2.2, 2.3  <b>Unit 8:</b> 1.1, 1.3, 1.5, 1.8, 1.9</p>	<p>3. deepen understanding through meaningful and challenging teacher and/or student directed inquiry-based learning that builds number sense using prior knowledge and promotes interdisciplinary connections;</p>							

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
<p>Each session in <i>Investigations 3</i> includes real-world problems where students learn to contextualize the quantities in the problems and relate those quantities to the sought solution. Students learn to interpret symbols as having meaning and effect upon the numbers in the problem. Teacher materials guide educators in asking questions and deepening students' process of reasoning.</p> <p>See the following examples:</p> <p><b>Unit 3:</b> 1.1, 1.2, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.5  <b>Unit 7:</b> 1.1, 1.3, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.6</p>	<p>4. reason abstractly and quantitatively;</p>							
<p><i>Investigations 3</i> cultivates students' ability to explain their own reasoning and discuss that of others. Students are encouraged to communicate their mathematical process and solutions both in written and verbal form. As students work through each grade of this curriculum, they mature in their ability to construct viable arguments.</p> <p>See the following examples:</p> <p><b>Unit 2:</b> 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4  <b>Unit 5:</b> 1.1, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.5</p>	<p>5. construct viable arguments and critique the reasoning of others</p>							



**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
<p><i>Investigations 3</i> helps students to reach outside of themselves as well as outside of the classroom to apply mathematics to real-world contexts. Each session gives students the opportunity to use both digital resources and real-world examples to solidify the concept.</p> <p>See the following examples:  <b>Unit 1:</b> 1.3, 2.6, 2.7, 2.8, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7  <b>Unit 3:</b> 1.1, 1.4, 2.3, 2.7, 3.1, 3.4, 3.5, 4.2, 4.8  <b>Unit 4:</b> 1.1, 1.3, 1.5, 1.7, 1.8  <b>Unit 7:</b> 1.2, 1.8, 2.4, 2.7, 2.8, 3.1, 3.4, 3.8</p>	<p>6. make informed choices by interacting with outside resources through opportunities for local and global collaboration in a variety of safe venues</p>							
<p>Each session in <i>Investigations 3</i> includes opportunities for students to learn from mathematical models as well as create their own mathematical models. Students relate geometric shapes to real-world objects, create tables and graphs, and draw pictures to represent mathematical problems. As students apply these models to their knowledge of the math concepts, they solidify their understanding.</p> <p>See the following examples:  <b>Unit 4:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4  <b>Unit 6:</b> 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2</p>	<p>7. model with mathematics;</p>							

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses					
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N	
<p>Students use a variety of tools to support their work in understanding each mathematical concept. <i>Investigations 3</i> helps students to select and utilize the appropriate tools to effectively solve each problem.</p> <p>See the following examples:</p> <p><b>Unit 2:</b> 1.1, 1.6, 1.7, 2.2, 2.3, 2.4 <b>Unit 4:</b> 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</p>	8. use appropriate tools strategically;					
<p><i>Investigations 3</i> provides a variety of digital resources to help students engage in each session's topic. Throughout the program, students utilize technology concepts which include viewing and making digital presentations, engaging videos, digital tools, interactive games, and online assessments.</p> <p>See the following examples:</p> <p><b>Unit 1:</b> 2.2, 2.4, 2.6, 2.7, 2.8, 3.2, 3.3, 3.5, 3.7 <b>Unit 4:</b> 1.2, 1.3, 1.5, 1.6, 1.8, 2.1, 2.3, 2.5, 2.6 <b>Unit 5:</b> 1.2, 1.4, 1.5, 1.6, 2.3, 2.4, 2.5, 2.8, 3.3, 3.4, 3.5, 3.7 <b>Unit 8:</b> 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 1.9</p>	9. use appropriate technology tools for a variety of purposes					

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
<p><i>Investigations 3</i> guides students in recognizing the structure of the mathematical concepts in each session. Students learn to use structures such as place value, properties of operations, and attributes of shapes to gain a comprehensive understanding.</p> <p>See the following examples:</p> <p><b>Unit 5:</b> 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 3.1, 3.3  <b>Unit 8:</b> 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</p>	10. look for and make use of structure							
<p>Throughout each unit and session, students engage in routines and games that, over time, allow the students to notice regularities in related problems. Students are encouraged to verbalize and discuss these findings and utilize their new discoveries with similar mathematical problems.</p> <p>See the following examples:</p> <p><b>Unit 1:</b> 1.2, 1.4, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5  <b>Unit 7:</b> 1.2, 1.4, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7</p>	11. look for and express regularity in repeated reasoning.							

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses				
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N
<p><b>Personal and Workplace Productivity Skills</b></p> <p><i>For student mastery of content standards, the instructional materials will include multiple strategies that provide students with opportunities to:</i></p>					
<p>Students engage with each other as teachers lead them through discussions, activities, games, and projects. Students have opportunities to work with both partners and groups to find solutions to problems.</p> <p>See the following examples:  <b>Unit 2:</b> 1.1, 1.4, 1.6, 1.7, 2.1, 2.3, 2.5  <b>Unit 3:</b> 1.1, 1.4, 2.3, 2.7, 3.1, 3.4, 3.5, 4.2, 4.3, 4.6, 4.8  <b>Unit 5:</b> 1.1, 1.2, 1.5, 1.7, 2.2, 2.4, 2.8, 3.6, 3.7  <b>Unit 7:</b> 1.4, 1.8, 2.4, 2.7, 2.8, 3.1, 3.3, 3.4, 3.8  <b>Unit 8:</b> 1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 1.9</p>	<p>12. work collaboratively;</p>				
<p><i>Investigations 3</i> helps students to build time-management skills as they complete activities and projects (both individual and with partners) in the time allotted. Students also experience time-management throughout the session as each lesson progresses from “Classroom Routine” to the “Activity” to the “Math Workshop” to “Review and Practice.”</p> <p>See the following examples:  <b>Unit 1:</b> 1.3, 2.2, 2.4, 2.6, 2.7, 2.8, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7  <b>Unit 3:</b> 1.1, 1.4, 2.3, 2.5, 2.7, 3.1, 3.4, 3.5, 4.2, 4.8</p>	<p>13. practice time-management and project management skills in problem-based learning situations.</p>				

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
<b>Unit 4:</b> 1.1, 1.3, 1.4, 1.5, 1.7, 1.8 <b>Unit 7:</b> 1.2, 1.8, 2.4, 2.5, 2.7, 2.8, 3.1, 3.4, 3.8	(Continue)  13. practice time-management and project management skills in problem-based learning situations.							
<b>Developmentally Appropriate Instructional Resources and Strategies</b>								
<i>For student mastery of content standards, the instructional materials:</i>								
<i>Investigations 3</i> devotes the majority of instruction to the critical areas in each grade. Critical concepts are taught, then integrated into later units and lessons. In Grade 1, the curriculum focuses on developing understanding of addition, subtraction, developing understanding of whole number relationships and place value, developing understanding of linear measurement, and reasoning about attributes of, and composing and decomposing geometric shapes  See the following examples: <b>Unit 1:</b> 1.3, 2.2, 2.4, 2.6, 2.7, 2.8, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 <b>Unit 2:</b> 1.1, 1.4, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5 <b>Unit 3:</b> 1.1, 1.4, 2.3, 2.4, 2.5, 2.7, 3.1, 3.4, 3.5, 4.2, 4.3, 4.6, 4.8 <b>Unit 4:</b> 1.1, 1.3, 1.4, 1.5, 1.7, 1.8 <b>Unit 5:</b> 1.1, 1.2, 1.5, 1.7, 2.2, 2.3, 2.4, 2.6, 2.8, 3.6, 3.7 <b>Unit 7:</b> 1.2, 1.3, 1.4, 1.8, 2.4, 2.5, 2.7, 2.8, 3.1, 3.3, 3.4, 3.8 <b>Unit 8:</b> 1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 1.9	14. are designed to devote the large majority of time to the critical areas of the grade as noted in the narrative written above the grade level standards;							

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses					
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent					
	I	A	M	N	I	N
<p>Each mathematical concept is used throughout the units in each grade in order to create tangible connections between activities and real-world application. Students engage with the concepts through games, activities, problems, discussion, and technology.</p> <p>See the following examples:  <b>Unit 1:</b> 1.2, 1.5, 2.2, 2.5, 2.7, 3.3, 3.4, 3.7  <b>Unit 2:</b> 1.1, 1.2, 1.3, 1.5, 1.7, 2.1, 2.4, 2.5  <b>Unit 5:</b> 1.4, 1.5, 1.8, 2.4, 2.5, 2.6, 3.2, 3.4, 3.5  <b>Unit 8:</b> 1.1, 1.2, 1.4, 1.6, 1.7, 1.9</p>	15.	include suggestions for appropriate scaffolding and provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations, and make cross-curricular, global connections;				
<p><i>Investigations 3</i> provides students with hands-on, engaging activities. Students are able to experience the concepts as they are learning. Students connect visually to printed pictures, graphs, charts, videos, etc. They also learn kinesthetically as they use manipulatives such as connecting cubes, attribute blocks, drawing utensils, and measuring devices.</p> <p>See the following examples:  <b>Unit 1:</b> 1.2, 1.5, 2.2, 2.5, 2.7, 3.3, 3.4, 3.7  <b>Unit 2:</b> 1.1, 1.2, 1.3, 1.5, 1.7, 2.1, 2.4, 2.5  <b>Unit 5:</b> 1.4, 1.5, 1.8, 2.4, 2.5, 2.6, 3.2, 3.4, 3.5  <b>Unit 8:</b> 1.1, 1.2, 1.4, 1.6, 1.7, 1.9</p>	16.	provide students with opportunities to use print, graphs, visual displays, developmentally appropriate manipulatives, media and technology sources to acquire and apply new information;				

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
<p>Students are encouraged to use precise vocabulary when engaging in activities, discussions, and problem-solving experiences. Each session has a list of vocabulary words included and students use these words throughout the session as well as in future mathematical activities.</p> <p>See the following examples:</p> <p><b>Unit 1:</b> 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3</p> <p><b>Unit 2:</b> 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3</p> <p><b>Unit 5:</b> 1.1, 1.2, 2.2, 2.4, 3.1</p> <p><b>Unit 8:</b> 1.1, 1.2, 1.6, 1.7</p>	<p>17. include best practices that emphasize the importance of authentic vocabulary acquisition using multiple methods and modes that motivate and increase vocabulary skills;</p>							
<p><i>Investigations 3</i> is uniquely designed for students of all learning types and levels. Teacher's materials include a number of sections in each session titled "Differentiation." These sections offer support for a range of learners. Interventions for students who need extra help as well as extension opportunities for students who need further challenge are all included in each session.</p> <p>See the following examples:</p> <p><b>Unit 2:</b> 1.1, 1.2, 1.5, 1.6, 2.1, 2.2, 2.3</p> <p><b>Unit 4:</b> 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5</p> <p><b>Unit 6:</b> 1.1, 1.2, 1.5, 1.8, 1.9, 2.1, 2.2</p>	<p>18. support personalized learning through intervention and enrichment activities;</p>							

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

<b>(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS</b>	<b>(IMR Committee) Responses</b>							
	<b>I=In-depth, A=Adequate, M=Minimal, N=Nonexistent</b>	<b>I</b>		<b>A</b>		<b>M</b>		<b>N</b>
<p>Teachers and students have an array of interactive digital resources available to them through the Investigations 3 program. <a href="http://www.savvasrealize.com">www.savvasrealize.com</a> is full of activities, games, practice problems, assessments, and other enhancements that aid teachers in creating a learning experience for students.</p>	<p>19. provide a dynamic, interactive website for students to access electronic resources (i.e., podcasts, videos, skill-based games, etc.). The media included in the instructional materials must enhance and support instruction and learning;</p>							
<p>The teacher's edition of each unit includes, at the end of the book, a section labeled, "Professional Development." With this resource, teachers have the opportunity to enhance their own skills in teaching each concept. Teachers also have access to a multitude of resources through <a href="http://www.savvasrealize.com">www.savvasrealize.com</a>.</p>	<p>20. include a professional resource that builds content and pedagogical knowledge for the teacher.</p>							



**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses				
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N
<b>Assessment</b>					
<p>All assessments in the <i>Investigations 3</i> program are available in print and digital format. Teachers are guided in assessing students through observing their work, observing their ability to communicate the concept accurately, and achieving pre-set benchmarks which have been assigned to each unit. Specific activities throughout the units are marked as “Portfolio Opportunities” which are collected from each student so that the teacher can have an accurate sample of student work to assess. Students are assessed throughout each unit and at the end of each investigation.</p> <p>See the following examples:</p> <p><b>Unit 1:</b> 1.5, 2.4, 2.5, 3.2</p> <p><b>Unit 4:</b> 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 2.1, 2.4</p> <p><b>Unit 5:</b> 1.1, 1.5, 2.1, 2.5, 2.6, 2.7, 3.1, 3.3, 3.4, 3.5</p> <p><b>Unit 8:</b> 1.7</p>	<p>21. Instructional materials provide tools for a balanced approach to assessment including diagnostic, formative and summative assessments in multiple formats (i.e., rubrics, performance tasks, open-ended questions, portfolio evaluation, and multimedia simulations).</p>				

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses				
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N
<b>Organization, Presentation and Format</b>					
<p>Each Grade is organized into Units, Investigations, and Sessions. Sessions include numerous interactive activities, games, and other hands-on experiences. The teacher's edition includes multiple suggestions for teaching each concept in a way that is motivational and engaging.</p> <p>See the following examples:</p> <p><b>Unit 1:</b> 1.1, 1.4, 2.2, 2.5, 2.6, 3.1, 3.5, 3.6, 3.7</p> <p><b>Unit 4:</b> 1.4, 1.5, 1.6, 1.7, 2.2, 2.4, 2.5, 2.6</p> <p><b>Unit 5:</b> 1.1, 1.3, 1.5, 1.7, 2.1, 2.2, 2.5, 2.8, 3.1, 3.4, 3.6</p> <p><b>Unit 7:</b> 1.2, 1.5, 1.7, 2.1, 2.4, 2.5, 2.6, 3.2, 3.5, 3.7, 3.8</p>	<p>22. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases numeracy as students engage in high interest, authentic activities.</p>				
<p>The student e-text is available at <a href="http://www.savvasrealize.com">www.savvasrealize.com</a>. In addition to the student edition text, they can access videos, teacher presentations, assessments, games, math tools, and other online resources.</p>	<p>23. Instructional materials include an electronic file of the student edition provided on an electronic data storage device (e.g., CD, DVD, USB drive, etc.) and through a link on the publisher's server, both of which are accessible by an internet-enabled device that can open standard file formats.</p>				

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
<p>Each new unit includes a “Family Letter” that is sent home to engage parents in the new topics and concepts. Parents are encouraged to have conversations with their students and involve themselves in the homework process. Receiving support from home as well as in the classroom is crucial to the mathematical success of each student.</p> <p>See the following examples:</p> <p><b>Unit 2:</b> 1.1, 2.1</p> <p><b>Unit 5:</b> 1.1, 2.2</p> <p><b>Unit 6:</b> 1.1</p> <p><b>Unit 8:</b> 1.1</p>	<p>24. The materials engage parents in appropriate ways. For example, homework assignments in elementary grades consists of routine problems, practice with getting answers and fluency-building exercises that parents can easily support.</p>							

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

**SPECIFIC EVALUATION CRITERIA**

**2018-2024  
Group VI – Mathematics  
Grade 1**

All West Virginia teachers are responsible for classroom instruction that integrates content standards and mathematical habits of mind. Students in the first grade will focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as repeating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. Continuing the skill progressions from kindergarten, the following chart represents the mathematical understandings that will be developed in first grade:

<b>Operations and Algebraic Thinking</b>	<b>Number and Operations in Base Ten</b>
<ul style="list-style-type: none"> <li>• Solve addition and subtraction word problems in situations of adding to, taking from, putting together, taking apart, and comparing (e.g., a taking from situation would be: “Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat?”).</li> <li>• Add fluently with a sum of 10 or less, and accurately subtract from a number 10 or less (e.g., <math>2 + 5</math>, <math>7 - 5</math>).</li> <li>• Understanding the relationship between addition and subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what the digits mean in two-digit numbers (place value).</li> <li>• Use understanding of place value and properties of operations to add and subtract (e.g., <math>38 + 5</math>, <math>29 + 20</math>, <math>64 + 27</math>, <math>80 - 50</math>).</li> <li>• Identify the value of pennies, nickels and dimes.</li> </ul>
<b>Measurement and Data</b>	<b>Geometry</b>
<ul style="list-style-type: none"> <li>• Measure lengths of objects by using a shorter object as a unit of length.</li> <li>• Tell and write time.</li> </ul>	<ul style="list-style-type: none"> <li>• Make composite shapes by joining shapes together, and dividing circles and rectangles into halves or fourths.</li> </ul>

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

For student mastery of content standards, the instructional materials will provide students with the opportunity to

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses				
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N
<b>Operations and Algebraic Thinking</b>					
Represent and solve problems involving addition and subtraction.					
<b>Unit 1:</b> 2.3, 2.4, 2.6, 2.7, 2.8, 3.2, 3.4, 3.5, 3.7 <b>Unit 3:</b> 2.1, 2.2, 2.4, 2.6, 2.8 <b>Unit 5:</b> 1.1, 1.5, 1.6, 1.7, 3.2, 3.3, 3.5, 3.7 <b>SAB:</b> 19-20, 21, 23, 27-28, 29-30, 31-32, 34, 35, 36, 39-40, 41, 42, 44-45,; 46-47, 48, 49-50, 51, 52, 53, 59-60, 177, 181-182, 183, 194, 196, 210, 211, 213, 215, 229, 232, 233, 236, 238, 244, 247, 251, 273, 328, 330, 332, 333	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).				
<b>Unit 3:</b> CR 2.3, CR 2.5, 3.1, 3.2, 3.4, 3.6 <b>SAB:</b> 124, 126, 128-129, 130, 135, 221, 276	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).				
Understand and apply properties of operations and the relationship between addition and subtraction.					
<b>Unit 1:</b> 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7 <b>Unit 3:</b> 2.4, 2.6, 2.7, 2.8, 3.3, 3.4, 3.6 <b>Unit 5:</b> Investigation 1, Investigation 2, Investigation 3 <b>SAB:</b> 128-129, 132-133, 221	3. Apply properties of operations as strategies to add and subtract (e.g., 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). Instructional Note: Students need not use formal terms for these properties.				

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
<b>Unit 1:</b> 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 <b>Unit 3:</b> 1.3, 2.2, 2.3 <b>Unit 4:</b> 1.8, 2.6 <b>Unit 5:</b> 1.6, 1.7, 1.8, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 <b>SAB:</b> 240, 249	4. Understand subtraction as an unknown-addend problem (e.g., subtract $10 - 8$ by finding the number that makes 10 when added to 8).							
Add and subtract within 20.								
<b>Unit 1:</b> Investigation 2, Investigation 3 <b>Unit 2:</b> CR 1.3, CR 1.6, CR 2.5 <b>Unit 3:</b> 1.1, 1.4, 2.5, 3.1, 3.2 <b>Unit 5:</b> 2.4, 2.6 <b>Unit 7:</b> 1.1, 1.2, 1.3 <b>SAB:</b> 13, 14, 22, 24, 81, 103	5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).							
<b>Unit 1:</b> Investigation 2, Investigation 3 <b>Unit 3:</b> Investigation 1, Investigation 2, Investigation 3, 4.8 <b>Unit 5:</b> Investigation 1, Investigation 2, Investigation 3 <b>Unit 7:</b> 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5 <b>SAB:</b> 22, 24, 30, 43, 47, 103, 104, 106—107, 109, 110, 111, 112, 113, 128-129, 132-133, 138-139, 206, 209, 210, 211, 214, 216, 221	6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10 and use strategies such as <ul style="list-style-type: none"> <li>• counting on;</li> <li>• making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>);</li> <li>• decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>);</li> <li>• using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and</li> <li>• creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</li> </ul>							
Work with addition and subtraction equations.								
<b>Unit 1:</b> 2.4, 2.5, 2.6, 3.2, 3.4 <b>Unit 3:</b> 2.5, 2.6, 2.7, 2.8, Investigation 3 <b>Unit 5:</b> 2.1, 2.3, 2.5, 2.7, 2.8, 3.1, 3.6 <b>SAB:</b> 136, 140, 141, 162, 179, 234, 235, 241, 243	7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., Which of the following equations are true and which are false? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ ).							

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
<b>Unit 1:</b> 2.6, 3.4 <b>Unit 3:</b> 1.3, 1.4 <b>Unit 5:</b> 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 <b>Unit 7:</b> 1.6, 1.7 <b>SAB:</b> 43, 47, 114, 116, 119, 239, 246, 248	8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers (e.g., Determine the unknown number that makes the equation true in each of the equations. $8 + ? = 11$ , $5 = ? - 3$ , $6 + 6 = ?$ ).							
<b>Number and Operations in Base Ten</b>								
Extend the counting sequence.								
<b>Unit 1:</b> Investigation 1, 3.6 <b>Unit 3:</b> Investigation 4 <b>Unit 4:</b> CR 1.2, CR 2.3 <b>Unit 5:</b> CR 1.3, CR 1.5, CR 2.1, CR 2.3, CR 2.7, CR 3.1, CR 3.3, CR 3.5 <b>Unit 6:</b> CR 1.3, CR 1.5, CR 2.2, CR 2.3 <b>Unit 7:</b> 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 Investigation 2, Investigation 3 <b>SAB:</b> 146, 147, 148, 149, 150, 151, 152, 153, 154, 156, 157	9. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.							

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses					
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N	
Understand place value.						
<p><b>Unit 1:</b> 1.3, 1.4, 1.5  <b>Unit 3:</b> 1.2, 1.4, 2.4, 4.1, 4.4  <b>Unit 5:</b> 2.1, 2.3, CR 3.5  <b>Unit 6:</b> 1.1, CR 1.9  <b>Unit 7:</b> 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, Investigation 2, Investigation 3  <b>SAB:</b> 8, 10, 298, 299, 300, 301, 302, 312, 313, 314, 315, 335</p> <p>a.</p> <p><b>Unit 3:</b> Investigation 1, 2.1, 2.2, 2.3, 2.4, 2.8, 3.5, 4.1, 4.2, 4.4, 4.6  <b>Unit 5:</b> 1.4, 1.6, 2.1, 2.2, 2.3, 2.6, 3.3, 3.4, 3.5  <b>Unit 6:</b> 1.1, 1.2, 1.4, 1.6, 1.7, 1.9  <b>Unit 7:</b> 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, Investigation 2, Investigation 3</p> <p>b.</p> <p><b>Unit 1:</b> 1.3, 1.4, 1.5, 2.1, 2.6, 3.6  <b>Unit 3:</b> Investigation 1, 2.1, 2.2, 2.3, 2.4,  <b>Unit 5:</b> 2.1, 2.3, 3.3, 3.4, 3.5</p> <p>c.</p> <p><b>Unit 3:</b> 1.1, 1.4, 2.1, 2.4, 2.8, 3.5, 4.2, 4.4, 4.6  <b>Unit 5:</b> 1.4, 1.6, 2.2, 2.6  <b>Unit 6:</b> 1.1, 1.2, 1.4, 1.6, 1.7, 1.9  <b>Unit 7:</b> 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, Investigation 2, Investigation 3</p>	<p>10. Understand the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>a. 10 can be thought of as a bundle of ten ones — called a “ten.” (e.g., A group of ten pennies is equivalent to a dime.)</p> <p>b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones.</p> <p>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).</p>					



**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
<b>Unit 2:</b> CR 1.1, CR 2.2 <b>Unit 3:</b> CR 1.2, CR 2.2, CR 2.8, 3.3, 3.4, CR 3.5, CR 4.1, CR 4.8 <b>Unit 4:</b> CR 1.2, CR 1.6, CR 2.3 <b>Unit 7:</b> 1.6, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8 <b>SAB:</b> 316, 318, 324	11. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .							
Use place value understanding and properties of operations to add and subtract.								
<b>Unit 7:</b> 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, Investigation 3 <b>SAB:</b> 306, 307, 308, 327, 329, 331, 353	12. Add within 100, including <ul style="list-style-type: none"> <li>• adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10,</li> <li>• using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</li> </ul> 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.							
<b>Unit 7:</b> 1.3, 1.4, 1.5, 1.6, 1.8, 2.5, 2.6, 2.7, 2.8, Investigation 3 <b>SAB:</b> 305, 319, 323, 325, 326	13. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count and explain the reasoning used.							
<b>Unit 7:</b> 1.6, 1.7, 1.8, 2.7, 2.8 <b>SAB:</b> 303, 307, 308, 309, 310, 311	14. 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.							

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses				
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N
<b>Measurement and Data</b>					
Measure lengths indirectly and by iterating length units.					
<b>Unit 4:</b> 1.1, 1.2	15. Order three objects by length and compare the lengths of two objects indirectly by using a third object.				
<b>Unit 4:</b> 1.3, 1.4, 1.5, 1.8 <b>SAB:</b> 167, 168, 169, 170, 1673, 174, 175	16. 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. Instructional Note: Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.				
Tell and write time.					
<b>Unit 1:</b> CR 2.3 <b>Unit 3:</b> CR 1.4, CR 2.7, CR 4.3 <b>Unit 4:</b> 1.2, 2.1 <b>Unit 5:</b> CR 1.1, CR 1.7, CR 2.4, CR 2.8, CR 3.2 <b>Unit 6:</b> CR 1.8, CR 2.1 <b>Unit 7:</b> CR 2.1, CR 3.3 <b>Unit 8:</b> CR 1.1, CR 1.3, CR 1.5, CR 1.6 <b>SAB:</b> 176, 180, 205, 227, 267, 317, 334, 345, 347, 351	17. Tell and write time in hours and half-hours using analog and digital clocks.				
Represent and interpret data.					
<b>Unit 1:</b> 1.5 <b>Unit 2:</b> 2.1, 2.3 <b>Unit 3:</b> 4.1 <b>Unit 6:</b> Investigation 1, Investigation 2 <b>SAB:</b> 255, 259, 260, 261, 263, 264, 265, 266, 271, 272, 274, 275, 277, 278, 279, 280, 281, 282, 283	18. Organize, represent, 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.				

**A Correlation of Investigations 3 in Number, Data, and Space ©2017  
to the West Virginia Evaluation Criteria  
Group VI Mathematics Grade 1**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses				
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N
<b>Geometry</b>					
Reason with shapes and their attributes.					
<b>Unit 2:</b> 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, Investigation 2 <b>Unit 4:</b> CR 1.8, CR 2.1, CR 2.2, CR 2.4, CR 2.5, CR 2.6 <b>Unit 8:</b> Investigation 1 <b>SAB:</b> 57, 63, 64, 65, 66, 75, 76, 86, 90, 902, 93, 905, 341, 346, 354-355, 356	19. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, and/or overall size); build and draw shapes to possess defining attributes.				
<b>Unit 2:</b> Investigation 1 <b>Unit 4:</b> 2.1, 2.4, 2.5 <b>Unit 8:</b> 1.3, 1.7, 1.8, 1.9 <b>SAB:</b> 58, 67, 68, 69, 359	20. 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. Instructional Note: Students do not need to learn formal names such as, "right rectangular prism."				
<b>Unit 4:</b> Investigation 2 <b>SAB:</b> 185, 186, 187, 188, 189, 190, 191, 192, 193, 195, 197, 225, 357	21. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths and quarters and use the phrases half of, fourth of and quarter of. Describe the whole as two of, or four of the shares and understand for these examples that decomposing into more equal shares creates smaller shares				