

A Correlation of

INVESTIGATIONS  ©2017
IN NUMBER, DATA, AND SPACE®



to the

**West Virginia Evaluation Criteria
Grade 2**

**A Correlation of Investigations 3 in Number, Data, and Space ©2017
to the West Virginia Evaluation Criteria
Group VI Mathematics Grade 2**

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NON-NEGOTIBLE EVALUATION CRITERIA
2018-2024
Group VI – Mathematics
Grade 2

Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
X			<p>1. INTER-ETHNIC The instructional 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: Unit 1: 1.2, 1.4, 2.1, 2.4, 3.1, 3.3, 3.5, 3.6 Unit 4: 1.1, 1.4, 1.6, 2.4 Unit 6: 1.1, 1.4, 1.5, 2.2, 2.5 Unit 8: 1.1, 1.4, 1.7, 2.2, 2.4</p>
X			<p>2. EQUAL OPPORTUNITY 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: Unit 1: 1.4, 1.6, 2.4, 3.1, 3.6 Unit 2: 1.1, 1.3 Unit 4: 1.1, 2.1 Unit 7: 1.4, 2.3, 2.5</p>

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Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
X			<p>3. FORMAT This resource is available as an option for adoption in an interactive electronic format.</p>	<p>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.</p>
X			<p>4. BIAS The instructional material is free of political bias.</p>	<p>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.</p>

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GENERAL EVALUATION CRITERIA

2018-2024
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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 21st Century which includes opportunities for students to develop:</i>				
<p>Use Problem Solving Skills <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: Unit 1: 1.1, 1.2, 1.4, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2 Unit 8: 1.1, 1.3, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8</p>	<p>1. Make sense of problems and persevere in solving them;</p>				

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<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: Unit 4: 1.1, 1.4, 1.5, 1.6, 2.4, 2.6 Unit 6: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.4</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: Unit 3: 1.1, 1.3, 1.4, 1.5, 1.8, 2.1, 2.4, 2.5, 2.6, 2.8, 3.2, 3.3, 3.6, 3.7 Unit 4: 1.1, 1.4, 1.5, 1.6, 2.2, 2.4, 2.5, 2.6 Unit 5: 1.3, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.5, 3.6, 3.7, 3.8</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>							

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<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: Unit 3: 1.2, 1.5, 1.6, 1.7, 1.8, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.7 Unit 7: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p>	4. reason abstractly and quantitatively;								
<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: Unit 2: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5 Unit 7: 1.2, 1.3, 1.4, 2.1, 2.3, 2.6</p>	5. construct viable arguments and critique the reasoning of others								

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<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 lesson gives students the opportunity to use both digital resources and real-world examples to solidify the concept.</p> <p>See the following examples: Unit 5: 1.3, 1.4, 1.5, 2.5, 2.6, 3.1, 3.2, 3.3, 3.6, 3.7, 3.8 Unit 6: 1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Unit 8: 1.1, 1.2, 1.3, 1.9, 1.10, 1.11, 2.1, 2.2, 2.4, 2.6, 2.9</p>	6. make informed choices by interacting with outside resources through opportunities for local and global collaboration in a variety of safe venues							
<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: Unit 4: 1.1, 1.4, 1.5, 1.6, 2.3, 2.4, 2.5, 2.6 Unit 5: 1.3, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7</p>	7. model with mathematics;							

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<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: Unit 3: 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.7 Unit 6: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5</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: Unit 1: 1.3, 1.4, 1.6, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1, 3.3, 3.6, 3.7 Unit 3: 1.2, 1.4, 1.5, 1.7, 1.8, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 3.3, 3.4, 3.6, 3.7 Unit 6: 1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 2.6 Unit 7: 1.2, 1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6</p>	9. use appropriate technology tools for a variety of purposes							

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<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: Unit 2: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 2.5, 3.5 Unit 5: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7</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: Unit 1: 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 3.2, 3.5, 4.2 Unit 8: 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 2.4, 2.5, 2.7, 2.8</p>	11. look for and express regularity in repeated reasoning.							

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Personal and Workplace Productivity Skills					
<i>For student mastery of content standards, the instructional materials will include multiple strategies that provide students with opportunities to:</i>					
<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: Unit 5: 1.3, 1.4, 1.5, 2.5, 2.6, 3.1, 3.2, 3.3, 3.8 Unit 6: 1.1, 1.3, 1.4, 1.6, 2.1, 2.3, 2.4, 2.5, 2.6 Unit 8: 1.1, 1.2, 1.3, 1.10, 1.11, 2.1, 2.2, 2.4, 2.9</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: Unit 1: 1.3, 1.4, 1.6, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1, 3.3, 3.6, 3.7 Unit 3: 1.2, 1.5, 1.7, 1.8, 2.2, 2.4, 2.5, 2.6, 3.4, 3.6, 3.7 Unit 7: 1.2, 1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 2.6</p>	<p>13. practice time-management and project management skills in problem-based learning situations.</p>				

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Developmentally Appropriate Instructional Resources and Strategies					
<i>For student mastery of content standards, the instructional materials:</i>					
<p><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 sessions. Grade 2 emphasizes the critical areas of extending understanding of base-ten notation, building fluency with addition and subtraction, using standard units of measure, and describing and analyzing shapes</p> <p>See the following examples: Unit 1: 3.4, 3.5, 3.6, 3.7, 4.2, 4.3, 4.4, 4.5 Unit 2: 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Unit 3: 2.1, 2.2, 2.3, 2.5, 2.6, 2.8, 3.1, 3.2, 3.3, 3.6, 3.7 Unit 5: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.5, 3.7, 3.8 Unit 6: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Unit 8: 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9</p>	<p>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;</p>				

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<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: Unit 2: 1.1, 1.2, 1.5, 2.1, 2.2, 2.4, 2.5, 2.6 Unit 3: 2.1, 2.2, 2.6, 2.8, 3.1, 3.3, 3.6, 3.7 Unit 6: 1.1, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 2.5, 2.6 Unit 8: 1.1, 1.2, 1.5, 1.6, 1.8, 1.9, 1.10, 2.1, 2.3, 2.5, 2.7, 2.8, 2.9</p>	<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>							
<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: Unit 2: 1.2, 1.3, 1.4, 1.5, 2.4, 2.5, 3.3, 3.4, 3.6, 3.7, 3.8 Unit 4: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Unit 5: 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.8 Unit 7: 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.6</p>	<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;</p>							

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<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: Unit 1: 1.1, 1.2, 1.3, 1.6, 2.2, 2.3, 2.6, 3.2, 4.1, 4.2 Unit 3: 1.1, 1.3, 2.2, 2.3, 2.4, 2.6, 2.7, 3.2, 3.3 Unit 5: 1.1, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 Unit 8: 1.1, 1.2, 1.7, 1.8, 2.2, 2.3, 2.6</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: Unit 2: 1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 3.5, 3.6, 3.7 Unit 4: 1.1, 1.3, 1.5, 1.6, 2.1, 2.4, 2.5 Unit 6: 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.4</p>	<p>18. support personalized learning through intervention and enrichment activities;</p>							

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<p>Teachers and students have an array of interactive digital resources available to them through the Investigations 3 program. www.savvasrealize.com 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 www.savvasrealize.com.</p>	<p>20. include a professional resource that builds content and pedagogical knowledge for the teacher.</p>							

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Assessment					
<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: Unit 2: 1.2, 1.4, 2.3, 3.1, 3.2, 3.3, 3.5 Unit 3: 1.1, 1.2, 1.3, 1.5, 1.7, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.5 Unit 5: 1.3, 1.4, 1.5, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 Unit 7: 1.1, 1.2, 2.2, 2.3, 2.4, 2.5</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>				

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Organization, Presentation and Format					
<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: Unit 1: 1.1, 1.2, 1.3, 1.6, 2.2, 2.3, 2.6, 3.2, 4.1, 4.2 Unit 3: 1.1, 1.3, 2.2, 2.3, 2.4, 2.6, 2.7, 3.2, 3.3 Unit 5: 1.1, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 Unit 8: 1.1, 1.2, 1.7, 1.8, 2.2, 2.3, 2.6</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 www.savvasrealize.com. 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>				

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<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: Unit 2: 1.1, 2.1 Unit 6: 1.1 Unit 7: 1.1, 2.1 Unit 8: 1.1, 2.1</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>							

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SPECIFIC EVALUATION CRITERIA

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All West Virginia teachers are responsible for classroom instruction that integrates content standards and mathematical habits of mind. Students in the second grade will focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing 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 first grade, the following chart represents the mathematical understandings that will be developed in second grade:

Operations and Algebraic Thinking	Number and Operations in Base Ten
<ul style="list-style-type: none"> • Solve challenging addition and subtraction word problems with one or two steps (e.g., a “one-step” problem would be: “Lucy has 23 fewer apples than Julie. Julie has 47 apples. How many apples does Lucy have?”). • Fluently add with a sum of 20 or less (e.g., $11 + 8$); fluently subtract from a number 20 or less (e.g., $16 - 9$); and know all sums of one-digit numbers from memory by the end of the year. • Work with equal groups of objects to gain foundations for multiplication. 	<ul style="list-style-type: none"> • Understand what the digits mean in three-digit numbers (place value). • Use an understanding of place value to add and subtract three-digit numbers (e.g., $811 - 367$); add and subtract two-digit numbers fluently (e.g., $77 - 28$).
Measurement and Data	Geometry
<ul style="list-style-type: none"> • Solve addition and subtraction word problems involving length (e.g., “The pen is 2 cm longer than the pencil. If the pencil is 7 cm long, how long is the pen?”). • Tell time. • Count money. 	<ul style="list-style-type: none"> • Build, draw, and analyze 2-D and 3-D shapes to develop foundations for area, volume, and geometry in later grades. • Divide shapes into equal shares to build the foundations for fractions in later grades.

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

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Operations and Algebraic Thinking					
Represent and solve problems involving addition and subtraction.					
Unit 1: 2.3, 2.4, 3.1, 3.3, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5 Unit 3: 2.4, 2.6, 2.8, 2.9, 3.1, 3.4, 3.6, 3.7 Unit 5: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 Unit 8: 1.1, 1.2, 1.4, 1.7, 1.8, 1.9, 1.10, 1.11 SAB 32, 68-69, 71-72, 73, 75-76, 77, 78-79, 219-221, 225, 229-231, 298-299, 300-301, 341, 355, 359-360, 498, 503-504, 505, 506-507, 514, 5277-528	1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem).				
Add and subtract within 20.					
Unit 1: 1.1, 1.4, 1.5, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 3.2, 3.3, 3.7, 4.2, 4.3, 4.4, 4.5 Unit 2: CR 2.3 Unit 3: 2.2 Unit 4: CR 1.4 Unit 5: CR 3.3 Unit 6: CR 1.6 Unit 7: 2.1 Unit 8: 1.2 SAB 17, 18-23, 29, 30, 33-38, 39, 42, 43, 49, 547, 556	2. Fluently add and subtract within 20 using mental strategies and by end of Grade 2, know from memory all sums of two one-digit numbers.				

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Work with equal groups of objects to gain foundations for multiplication.						
Unit 7: 1.1, 1.2, 1.3, 1.4 SAB 433-434, 440-442, 447-448, 449-450, 452	3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g. by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.					
Unit 7: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 SAB 453, 457-458, 459-460, 462-463, 464-465, 466, 469-470, 471-472, 473-474, 475-476, 477-478, 492	4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.					
Number and Operations in Base Ten						
Understand place value.						
Unit 3: 3.3, 3.5 Unit 5: 2.1, 2.2, 2.3, 2.4, 2.6 Unit 6: CR 1.4, CR 1.5 Unit 7: CR 1.1, CR 2.1 Unit 8: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 SAB 318-319, 321-322, 323, 332, 533-536, 537 a. Unit 3: 1.4, 1.5, 1.6, 1.7, 1.8, 3.2, 3.3, 3.5, 3.6 Unit 5: 2.6 b. Unit 3: 3.2, 3.3, 3.5, 3.6 Unit 5: 2.2, 2.3, 2.4, 2.6, 3.6, 3.8 Unit 7: 2.3	5. Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones (e.g., 706 equals 7 hundreds, 0 tens and 6 ones). Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens – called a “hundred.” b. Numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight or nine hundreds, and 0 tens and 0 ones.					

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Unit 1: 1.2, 1.3, 1.4, 1.5, 2.4, 3.1, 3.4, 3.5 Unit 3: CR 2.4, CR 3.3, CR 3.4, CR 3.6 Unit 4: CR 1.5, CR 2.2 Unit 5: 2.6, CR 3.2, CR 3.4, CR 3.6 Unit 7: 2.3, 2.4 SAB 26, 56, 345-346, 361-362, 467, 469-470	6. Count within 1000 and skip-count by 5s, 10s and 100s.							
Unit 1: 1.4, 1.5 Unit 3: 1.5, 1.6, 1.8, 3.3, 3.5 Unit 5: 2.2, 2.3, 2.4, 2.5, 2.6, 3.8 Unit 7: CR 1.1, CR 2.1 Unit 8: 2.1, 2.5, CR 2.9 SAB 18-23, 47, 52, 537	7. Read and write numbers to 1000 using base-ten numerals, number names and expanded form.							
Unit 3: 3.3, 3.5 Unit 5: 2.2, 2.3, CR 2.4, CR 2.5, CR 2.6, CR 3.5 Unit 6: CR 1.1, CR 1.4 Unit 7: CR 1.1, CR 2.1 SAB 320	8. Compare two three-digit numbers based on meanings of the hundreds, tens and ones digits, using $>$, $=$ and $<$ symbols to record the results of comparisons.							

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Use place value understanding and properties of operations to add and subtract.								
Unit 3: 2.3, 2.4, 2.6, 2.9, 3.1, 3.3, 3.5, 3.7 Unit 5: 1.1, 1.3, 1.4, 1.5, 1.6, 3.1, 3.3, 3.4, 3.5, 3.8 Unit 8: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11 SAB 170-171, 172-173, 176-177, 196, 197, 201, 203-204, 215-216, 217, 300301, 315-316, 335-336, 337-338, 351-352, 355, 357-358, 521-522, 528, 531	9. Fluently add and subtract within 100 using strategies based on place value, properties of operations and/or the relationship between addition and subtraction.							
Unit 3: 2.5, 2.6, 2.7, 2.9, 3.6 Unit 4: CR 1.1, CR 2.5 Unit 5: 1.2, 1.3, CR 2.3, 3.2, 3.6 Unit 8: CR 2.6 SAB 202, 207-208	10. Add up to four two-digit numbers using strategies based on place value and properties of operations.							
Unit 8: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 SAB 533-536, 541-543, 544, 548, 549-550, 551, 552-555, 559-562, 563, 564-567, 568, 569, 571-572, 573	11. Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones and sometimes it is necessary to compose or decompose tens or hundreds.							
Unit 3: 3.5, 3.6 Unit 5: 1.6, 2.3, 2.4, 2.5, 2.6, 3.3, 3.6, 3.7 SAB 233, 234, 235, 236, 237, 238, 242, 243, 244, 245, 325-326, 327-328, 329-330	12. Mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number 100-900.							

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Unit 1: 2.2, 2.8, 4.1, 4.3 Unit 3: 1.5, 1.7, 1.8, 2.4, 2.6, 2.8 Unit 5: 3.2, 3.4, 3.6, 3.8 Unit 8: 1.1, 1.3, 1.7, 1.9, 1.11, 2.1, 2.7, 2.9 SAB 33-38, 39, 42, 43	13. Explain why addition and subtraction strategies work, using place value and the properties of operations. Instructional Note: Explanations may be supported by drawing or objects.							
Measurement and Data								
Measure and estimate lengths in standard units.								
Unit 6: 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 SAB 391, 392, 393, 395-396, 397-398, 405, 411, 419-420, 423	14. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.							
Unit 6: 1.6, 2.3, 2.5, 2.6 SAB 426	15. Measure the length of an object twice, using length units of different lengths for the two measurements, describe how the two measurements relate to the size of the unit chosen.							
Unit 6: 2.1, 2.2, 2.3, 2.4, 2.6 SAB 415, 416, 417, 421, 426	16. Estimate lengths using units of inches, feet, centimeters, and meters.							
Unit 6: 1.3, 1.5, 1.6, 2.3, 2.4, 2.5 SAB 387, 388, 389, 407-408, 412, 413, 424	17. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.							
Relate addition and subtraction to length.								
Unit 6: 1.6, 2.1, 2.2, 2.3, 2.4, 2.6 SAB 399, 409, 410, 427	18. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units (e.g., by using drawings, such as drawings of rulers), and equations with a symbol for the unknown number to represent the problem.							

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Unit 1: 1.1, 1.3, 1.6, 2.2, 2.6, 4.1, 4.2 Unit 3: 1.5, 1.7, 2.2, 2.8, 3.2, 3.4 Unit 5: 1.5 Unit 8: 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 1.9, 1.10 SAB 316	19. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2... and represent whole-number sums and differences within 100 on a number line diagram.							
Work with time and money.								
Unit 6: CR 1.3, CR 2.5 Unit 7: CR 1.2, CR 1.4, CR 2.5 Unit 8: CR 1.1, CR 1.4, CR 1.8 SAB 246, 479, 502, 511	20. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.							
Unit 1: 1.3, 1.5, 3.3, 3.4, 3.6, 3.7 Unit 3: 1.3, 2.7, 2.8, 2.9 Unit 4: 2.6 Unit 5: 1.4, 1.5, 1.6 Unit 8: 1.4, 1.5, 1.6, 1.9, 1.10, 1.11 SAB 165, 3007-310	21. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately (e.g., If you have 2 dimes and 3 pennies, how many cents do you have?).							
Represent and interpret data.								
Unit 6: 1.6, 2.4, 2.5 SAB 401, 425	22. Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.							
Unit 4: 1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 2.2 SAB 263, 268, 271-272	23. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.							

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Geometry					
Reason with shapes and their attributes.					
Unit 1: 1.2, 1.5 Unit 2: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, CR 2.4, 2.5, CR 2.6 SAB 92, 94, 102, 106	24. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces (sizes are compared directly or visually, not compared by measuring). Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.				
Unit 2: 2.3, 2.4, 2.5, 2.6 Unit 7: 2.2, 2.4, 2.6 SAB 103-104, 107, 108, 109-111, 457-458, 459-460, 462-463, 471-472, 475-476, 492	25. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.				
Unit 2: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 SAB 114-116, 118-119, 120, 121-122, 123-126, 127, 129, 130-133, 134, 135, 137-140, 141, 142, 143, 145	26. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.				