

A Correlation of

enVisionmath[®] 2.0

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to the

West Virginia Evaluation Criteria Grade 3

**A Correlation of enVisionmath2.0 West Virginia ©2019
to the West Virginia Evaluation Criteria
Group VI Mathematics Grade 3**

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Group VI Mathematics Grade 3**

**NON-NEGOTIBLE EVALUATION CRITERIA
2018-2024
Group VI – Mathematics
Grade 3**

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>Multiple features throughout the enVisionmath2.0 grade 3 program represent an array of cultures and ethnicities with which a variety of students can identify. Illustrations, topic openers and word problems all include material that will connect with students of many cultural backgrounds.</p> <p>Sample references include: Topic 1: 37, 44-46 Topic 2: 57, 85 Topic 3: 139-140, 146 Topic 4: 165, 188-190 Topic 5: 235, 244-246 Topic 6: 307-308, 314 Topic 7: 355, 360 Topic 8: 401, 415A Topic 9: 471, 481-484 Topic 10: 535, 557-562 Topic 11: 571, 593-594 Topic 12: 605, 609-612 Topic 13: 669, 695A Topic 14: 733, 745-746 Topic 15: 805, 829-832 Topic 16: 843, 847-850</p>

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Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
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>enVisionmath2.0 grade 3 curriculum highlights a variety of races, genders, nationalities, and potential disabilities throughout the program. Illustrations, topic openers and word problems all display examples of equal opportunity for an array of situations and experiences.</p> <p>Sample references include: Topic 1: 37, 44-46 Topic 2: 57, 85 Topic 3: 139-140, 146 Topic 4: 165, 188-190 Topic 5: 235, 244-246 Topic 6: 307-308, 314 Topic 7: 355, 360 Topic 8: 401, 415A Topic 9: 471, 481-484 Topic 10: 535, 557-562 Topic 11: 571, 593-594 Topic 12: 605, 609-612 Topic 13: 669, 695A Topic 14: 733, 745-746 Topic 15: 805, 829-832 Topic 16: 847-850, 853</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>enVisionmath2.0 grade 3 has an interactive Student Edition and digital Teacher edition etext, both found at www.pearsonrealize.com. It also includes robust digital courseware with instructional animations and interactives. All of the course assessments are available as digital assessments that are auto-scored. Additional digital resources include math tools or math games to use with each lesson. Teachers also benefit from an array of professional development videos, available at both the topic and lesson levels.</p> <p>See examples of each aid throughout individual units: F3 Topic 1: 11-1J, 23-24 Topic 2: 57A-57B, 89-90 Topic 3: 105I-105J, 162A Topic 4: 173-174, 185-186 Topic 5: 235I-235J, 293-294 Topic 6: 329-330, 341-342 Topic 7: 355I-355J, 363-364 Topic 8: 401I-401J, 421-422 Topic 9: 485-486, 531-532 Topic 10: 543-547, 549-550 Topic 11: 571I-571J, 595-596 Topic 12: 613-614, 665-660 Topic 13: 669A-669B, 730B Topic 14: 755-756, 801-802 Topic 15: 805I-805J, 833-834 Topic 16: 857-858, 875-876</p>
X			<p>4. BIAS The instructional material is free of political bias.</p>	<p>The instructional material includes contextual and cross-curricular applications that are 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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**2018-2024
GENERAL EVALUATION CRITERIA
Group VI – Mathematics
Grade 3**

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>						
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>enVisionmath2.0 is organized to help students develop mathematical understanding. Math concepts are introduced in a problem-solving context through which students build proficiency with the Mathematical Habits of Mind that are part of the West Virginia College- and Career-Readiness Standards for Mathematics. Students have regular opportunities to make sense of problems and persevere in solving them, in particular with the Solve & Share activity that opens each lesson.</p>	<p>1. Make sense of problems and persevere in solving them;</p>						

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See the following samples: F21-F21A Topic 1: 46 Topic 2: 61, 68 Topic 3: 124 Topic 4: 182, 217 Topic 5: 258 Topic 6: 320 Topic 7: 365 Topic 8: 418 Topic 9: 482 Topic 10: 552 Topic 11: 580, 585 Topic 12: 610, 639 Topic 13: 674 Topic 14: 646 Topic 15: 812 Topic 16: 848	(Continued) 1. Make sense of problems and persevere in solving them;						

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	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
<p>Students regularly encounter opportunities to develop their mathematical habits of mind during instruction and practice. Throughout the program, students are expected to be clear and precise in their work and explanations.</p> <p>See the following samples: F26-F26A Topic 1: 8, 32 Topic 2: 73 Topic 3: 109 Topic 4: 200 Topic 5: 250, 268 Topic 6: 313 Topic 7: 360 Topic 8: 406 Topic 9: 488, 500 Topic 10: 546 Topic 11: 580, 582 Topic 12: 609 Topic 13: 691 Topic 14: 742 Topic 15: 829 Topic 16: 847</p>	<p>2. attend to precision;</p>							

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	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
<p>Students learn best when ideas are connected in a coherent curriculum. This coherence is achieved through various types of connections including connections within clusters, across clusters, across domains, and across grades. The Solve and Share problem at the start of a lesson helps students connect prior knowledge to new ideas imbedded in the problem. When students make these connections, conceptual understanding emerges.</p> <p>See the following samples: Topic 1: 37, 41A Topic 2: 67 Topic 3: 105, 121 Topic 4: 187 Topic 5: 235, 249 Topic 6: 307 Topic 7: 359 Topic 8: 401 Topic 9: 471, 481 Topic 10: 545 Topic 11: 573, 583A Topic 12: 621 Topic 13: 685 Topic 14: 739 Topic 15: 823 Topic 16: 851A</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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	I		A		M	N
<p>Throughout the curriculum, students reason about what the numbers and words in problems mean and how numbers in a problem relate to each other.</p> <p>See the following samples: F22-F22A Topic 1: 8, 14 Topic 2: 82 Topic 3: 122 Topic 4: 181 Topic 5: 243-244, 268 Topic 6: 302 Topic 7: 371 Topic 8: 444 Topic 9: 511 Topic 10: 542 Topic 11: 573, 579 Topic 12: 612, 616 Topic 13: 676 Topic 14: 745 Topic 15: 824 Topic 16: 854</p>	4. reason abstractly and quantitatively;					

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<p>Throughout the curriculum, students are frequently asked to construct arguments to support their solutions or their thinking about a problem, and to critically analyze the mathematics of others and develop clear and accurate mathematical arguments to respond to the work of others.</p> <p>See the following samples: F23-F23A Topic 1: 20, 46 Topic 2: 67 Topic 3: 142 Topic 4: 176,196 Topic 5: 246 Topic 6: 304 Topic 7: 378 Topic 8: 429 Topic 9: 476, 494 Topic 10: 545 Topic 11: 574, 581 Topic 12: 610 Topic 13: 680 Topic 14: 740 Topic 15: 818 Topic 16: 848</p>	5. construct viable arguments and critique the reasoning of others							

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<p>The Topic Opener introduces mathematics in the context of solving a real problem related to math and science. Students are encouraged to interact with outside resources as they complete the Math and Science Project.</p> <p>See the following samples: Topic 1: 1 Topic 2: 57 Topic 3: 105 Topic 4: 165 Topic 5: 235 Topic 6: 297 Topic 7: 355 Topic 8: 401 Topic 9: 471 Topic 10: 535 Topic 11: 571 Topic 12: 605 Topic 13: 669 Topic 14: 733 Topic 15: 805 Topic 16: 843</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>							

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	I		A		M	N
<p>Throughout the program, students are given opportunities to propose mathematical models that represent given problem situations. They then use their models to solve the problem posed.</p> <p>See the following samples: F24-F24A Topic 1: 13, 31 Topic 2: 74, 82 Topic 3: 110 Topic 4: 188 Topic 5: 264 Topic 6: 325 Topic 7: 366 Topic 8: 424, 432 Topic 9: 487 Topic 10: 539 Topic 11: 574, 580 Topic 12: 615 Topic 13: 680 Topic 14: 739 Topic 16: 848, 861</p>	7. model with mathematics;					

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<p>Throughout the program, students are often asked to decide on an appropriate tool to use to solve a problem and explain the appropriateness of a given tool.</p> <p>See the following samples: F25-F25A Topic 1: 19, 43 Topic 2: 74, 85 Topic 3: 115 Topic 4: 169 Topic 5: 261 Topic 6: 301, 340 Topic 8: 456 Topic 9: 481 Topic 11: 594 Topic 12: 633, 646 Topic 13: 673, 685 Topic 14: 740 Topic 15: 820, 832 Topic 16: 871</p>	<p>8. use appropriate tools strategically;</p>						

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<p>Students have regular opportunities to use interactive math tools with the Digital Math Tool activities. A link to a specific math tools activity or math game to use with selected lessons in each topic is provided at PearsonRealize.com.</p> <p>See the following samples: Topic 1: 17-18, 23-24 Topic 2: 77-78 Topic 3: 113-114, 119-120 Topic 4: 173-174 Topic 5: 247-248 Topic 6: 305-306 Topic 7: 363-364 Topic 8: 451-452, 457-458 Topic 9: 479-480 Topic 10: 543-544 Topic 11: 589-590, 595-596 Topic 12: 655-656 Topic 13: 701-702 Topic 14: 755-756 Topic 15: 815-816 Topic 16: 857-858</p>	<p>9. use appropriate technology tools for a variety of purposes</p>							

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<p>The program infuses math practices during instruction, practice, and assessment and provides opportunities to focus on specific math practices. Throughout the curriculum, students are looking for patterns in math and ways to break problems into simpler parts.</p> <p>See the following samples: F27-F27A Topic 1: 25-26, 46 Topic 2: 62 Topic 3: 116 Topic 4: 176, 199 Topic 5: 237-238 Topic 6: 326 Topic 7: 359 Topic 8: 411, 416 Topic 9: 476 Topic 10: 540 Topic 11: 586 Topic 12: 622 Topic 13: 674, 703 Topic 14: 775 Topic 15: 811 Topic 16: 853</p>	10. look for and make use of structure							

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<p>The program infuses math practices during instruction, practice, and assessment and provides opportunities to focus on specific math practices. Throughout the curriculum, students are looking for things that repeat in a problem and looking for how to use something you learn in one problem to solve other problems.</p> <p>See the following samples: F28-F28A Topic 1: 38, 40 Topic 2: 79 Topic 3: 128, 134 Topic 4: 170, 194 Topic 5: 262 Topic 6: 319 Topic 8: 405, 412 Topic 9: 493 Topic 10: 562 Topic 11: 579 Topic 12: 623 Topic 13: 634 Topic 14: 760, 764 Topic 15: 812 Topic 16: 872</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>The program includes multiple opportunities for students to work cooperatively during centers and problem solving activities.</p> <p>See the following samples: Topic 1: 11A, 23A Topic 2: 65A Topic 3: 109, 119A Topic 4: 179A Topic 5: 259A Topic 6: 311A Topic 7: 369A Topic 8: 409A, 427A Topic 9: 509A Topic 10: 561A Topic 11: 589A Topic 12: 637A Topic 13: 695A, 701A Topic 14: 743A Topic 15: 815A Topic 16: 857A</p>	<p>12. work collaboratively;</p>					

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<p>The program includes multiple opportunities for students to work independently during centers and problem-solving activities allowing them to practice time management skills.</p> <p>See the following samples: Topic 1: 1, 11A Topic 2: 57 Topic 3: 119A, 131A Topic 4: 165 Topic 5: 259A Topic 6: 297 Topic 7: 355 Topic 8: 401 Topic 9: 471, 479A Topic 10: 543A Topic 11: 571, 583A Topic 12: 625A Topic 13: 669 Topic 14: 749A Topic 15: 833A Topic 16: 843</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>The program content is organized around the domains and clusters of the West Virginia College- and Career-Readiness (WVCCR) standards. The content in grade 3 focuses on the four critical areas identified in the WVCCR standards: multiplication and division, fractions, rectangular arrays and area, and analyzing two-dimensional shapes.</p> <p>See the following samples: Topic 1: 1I-1K Topic 2: 57A-57B Topic 3: 105I-105K Topic 4: 165A-165C Topic 5: 235I-235K Topic 6: 297I-297K Topic 7: 355I-355J Topic 8: 401I-401K Topic 9: 471A-471C Topic 10: 535A-535B Topic 11: 571I-571J Topic 12: 605I-605J Topic 13: 669A-669C Topic 14: 733I-733J Topic 15: 805I-805J Topic 16: 843I-843J</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>Included with every lesson are opportunities for differentiation that include scaffolding of content for struggling learners. The Solve & Share tasks at the start of each lesson offer opportunities for students to engage in high interest activities that are often set in real-world contexts. The Math & Science activity at the start of each topic help students make cross-curricular connections.</p> <p>See the following samples: Topic 1: 1, 17A Topic 2: 57 Topic 3: 121, 125A Topic 4: 165 Topic 5: 241A Topic 6: 297 Topic 7: 355 Topic 8: 401, 423 Topic 9: 471, 511 Topic 10: 535 Topic 11: 571, 595A Topic 12: 625A Topic 13: 685 Topic 14: 733 Topic 15: 833A Topic 16: 877</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>							

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<p>The program has complete print and digital delivery options, so students can have opportunities to use print, digital, or a blended approach with some print and some digital.</p> <p>See the following samples: Topic 1: 7-8, 19-20 Topic 2: 61-62 Topic 3: 139-140 Topic 4: 165 Topic 5: 237-238 Topic 6: 301-302 Topic 7: 355 Topic 8: 401 Topic 9: 475-476, 493-494 Topic 10: 539-540 Topic 11: 571, 573-574 Topic 12: 639-640 Topic 13: 669 Topic 14: 739 Topic 15: 829-830 Topic 16: 843</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>In the Student Edition are vocabulary cards and vocabulary review at the topic level, and a glossary in the back of the Student Edition. The digital game center includes a vocabulary game.</p> <p>See the following samples: Topic 1: 3-6, 50 Topic 2: 58-60 Topic 3: 158 Topic 4: 166-168, 224 Topic 5: 286 Topic 6: 298-300, 344 Topic 7: 356-358 Topic 8: 402-404, 460 Topic 9: 472-474 Topic 10: 536-538, 564 Topic 11: 598 Topic 12: 658 Topic 13: 670-672 Topic 14: 735-738 Topic 15: 836 Topic 16: 884</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>							

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<p>The enVisionmath2.0 lesson structure includes Step 3: Assess & Differentiate that offers learning activities for students with different instructional needs. Teachers are guided to assign these differentiated learning activities depending on students' performance on the Quick Check.</p> <p>See the following samples: Topic 1: 1, 17A Topic 2: 61 Topic 3: 95A, 99-100 Topic 4: 173A Topic 5: 287-290 Topic 6: 305A Topic 7: 363A Topic 8: 401, 451A Topic 9: 471 Topic 10: 539 Topic 11: 599-600 Topic 12: 651 Topic 13: 669, 691 Topic 14: 733 Topic 15: 817 Topic 16: 885-886</p>	<p>18. support personalized learning through intervention and enrichment activities;</p>							

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<p>The program includes a robust digital courseware available at PearsonRealize.com. The courseware offers interactivities of the key lesson parts, such as Solve & Share, Visual Learning Animation Plus. Also part of the digital courseware are digital practice, both static and adaptive, and digital assessments, most of which are auto-scored.</p> <p>See the following samples: Topic 1: 17-18, 23-24 Topic 2: 77-78 Topic 3: 113-114, 119-120 Topic 4: 173-174 Topic 5: 247-248 Topic 6: 305-306 Topic 7: 363-364 Topic 8: 451-452, 457-458 Topic 9: 479-480 Topic 10: 543-544 Topic 11: 589-590, 595-596 Topic 12: 655-656 Topic 13: 701-702 Topic 14: 755-756 Topic 15: 815-816 Topic 16: 857-858</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>							

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<p>Professional resources to build content and pedagogical knowledge for teachers are provided in the Math Background section at the beginning of each topic. Professional Development Videos, Topic Overview Video, and Listen and Look For Lesson Video are available online at PearsonRealize.com.</p> <p>See the following samples: Topic 1: 1A-1E Topic 2: 1A-1E Topic 3: 105A-105E Topic 4: 105A-105E Topic 5: 235A-235E Topic 6: 297A-297E Topic 7: 355A-355E Topic 8: 401A-401E Topic 9: 401A-401E Topic 10: 401A-401E Topic 11: 571A-571E Topic 12: 605A-605E Topic 13: 605A-605E Topic 14: 733A-733E Topic 15: 805A-805E Topic 16: 843A-843E</p>	<p>20. include a professional resource that builds content and pedagogical knowledge for the teacher.</p>					

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<p>Assessment</p> <p>enVisionmath2.0 provides comprehensive math assessments. Diagnostic assessments help teachers find out what students know. Formative assessments in lessons inform instruction. Various summative assessments include performance-based topic assessments. Rubrics are provided for assessing math practices. Auto-scored online assessments can be customized.</p> <p>See the following samples: Topic 1: 53-56E Topic 2: 94, 101-104A Topic 3: 118, 161-164A Topic 4: 222, 229-232B Topic 5: 264 Topic 6: 342 Topic 7: 395-400A Topic 8: 410 Topic 9: 478, 522 Topic 10: 567-570A Topic 11: 594, 601-604A Topic 12: 612 Topic 13: 718 Topic 14: 792 Topic 15: 839-842A Topic 16: 887-890E</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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<p>Organization, Presentation and Format</p> <p>enVisionmath2.0 is organized in a way that best promotes mathematical content connections. Its global design ensures that students do not view mathematics as small, disconnected pieces of content. It is organized to focus on the Common Core Clusters. The Clusters are color-coded green for major content, blue for supporting content and yellow for additional content for each grade level.</p> <p>See the following samples: Topic 1: 1I-1-1K Topic 2: 57A-57B Topic 3: 105I-105K Topic 4: 165A-165C Topic 5: 235I-235K Topic 6: 297I-297K Topic 7: 355I-355J Topic 8: 401I-401K Topic 9: 471A-471C Topic 10: 535A-535B Topic 11: 571I-571J Topic 12: 605I-605K Topic 13: 669A-669C Topic 14: 733I-733J Topic 15: 805I-805J Topic 16: 843I-843J</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>						

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Teacher and student instructional materials for enVisionmath2.0 are available online at PearsonRealize.com	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>enVisionmath2.0 includes leveled homework and practice for each lesson. In the student edition, a two-page section of homework and practice is provided at the end of every lesson. The items focus on skills and on problem solving that includes reinforcement of math practices, vocabulary, Higher Order Thinking, and Common Core Assessment.</p> <p>See the following samples: Topic 1: 11-12, 17-18 Topic 2: 77-78 Topic 3: 125-126, 131-132 Topic 4: 179-180 Topic 5: 241-242 Topic 6: 323-324 Topic 7: 375-376 Topic 8: 433-434 Topic 9: 479-480, 485-486 Topic 10: 561-562 Topic 11: 595-596 Topic 12: 625-626, 637-638 Topic 13: 701-702 Topic 14: 743-744 Topic 15: 821-822 Topic 16: 863-864</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.							

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**SPECIFIC EVALUATION CRITERIA
2018-2024
Group VI – Mathematics
Grade 3**

All West Virginia teachers are responsible for classroom instruction that integrates content standards and mathematical habits of mind. Students in the third grade will focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional 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 second grade, the following chart represents the mathematical understandings that will be developed in third grade:

Operations and Algebraic Thinking	Number and Operations in Base Ten
<ul style="list-style-type: none"> Understand and know from memory how to multiply and divide numbers up to 10×10 fluently. Solve word problems using addition, subtraction, multiplication, and division. Begin to multiply numbers with more than one digit (e.g., multiplying 9×80). 	<ul style="list-style-type: none"> Understand place value and properties of operations to perform multi-digit arithmetic, such as 10×2, 50×3, and 40×7.
Number and Operations- Fractions	Measurement and Data
<ul style="list-style-type: none"> Understand fractions and relate them to the familiar system of whole numbers (e.g., recognizing that $\frac{3}{1}$ and 3 are the same number). 	<ul style="list-style-type: none"> Measure and estimate weights and liquid volumes, and solve word problems involving these quantities. Tell time and write time to the nearest minute. Recognize area as a quality of two-dimensional regions. Understand that rectangular arrays can be broken into identical rows or into identical columns. By breaking rectangles into rectangular arrays of squares, students connect area to multiplication, and explain how multiplication is used to determine the area of a rectangle.
Geometry	
<ul style="list-style-type: none"> Reason about shapes (e.g., all squares are rectangles but not all rectangles are squares). Find areas of shapes, and relate area to multiplication (e.g., why is the number of square feet for a 9-foot by 7-foot room given by the product 9×7?). Understand the connection between equal parts of a shape being a unit of the whole. 	

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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 multiplication and division.					
SE: Topic 1: 7–12, 13–18, 19–24, 43–48; Reteaching: 51–52, Sets A–C, F; Topic 2: 61–66, 67–72, 73–78, 79–84, 85–90; Reteaching: 99–100, Sets A–E TE: Topic 1: 7A–12, 13A–18, 19A–24, 43A–48; Reteaching: 51–52, Sets A–C, F; Topic 2: 61A–66, 67A–72, 73A–78, 79A–84, 85A–90; Reteaching: 99–100, Sets A–E	1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each (e.g., describe context in which a total number of objects can be expressed as 5×7).				
SE: Topic 1: 31–36, 37–42, 43–48; Reteaching: 52, Sets E, F TE: Topic 1: 31A–36, 37A–42, 43A–48, Reteaching: 52, Sets E, F	2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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 (e.g., describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$).				
SE: Topic 1: 7–12, 13–18, 19–24, 25–30, 31–36, 37–42, 43–48; Reteaching: 51–52, Sets A–F; Topic 2: 61–66, 67–72, 73–78, 79–84, 85–90, 91–96; Reteaching: 99–100, Sets A–F; Topic 3: 115–120, 121–126, 127–132, 133–138, 5 139–144, 145–150; Reteaching: 159–160, Sets B–E; Topic 4: 169–174, 175–180, 181–186, 187–192, 193–198, 199–204, 205–210, 211–216, 217–222; Reteaching: 225–228, Sets A–I; Topic 5: 255–260, 261–266, 267–	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).				

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<p>272, 273–278; Reteaching: 288–290, Sets D–G; Topic 7: 359–364, 365–370, 371–376, 377–382, 383–388; Reteaching: 391–394, Sets A–D</p> <p>TE: Topic 1: 7A–12, 13A–18, 19A–24, 25A–30, 31A–36, 37A–42, 43A–48; Reteaching: 51–52, Sets A–F; Topic 2: 61A–66, 67A–72, 73A–78, 79A–84, 85A–90, 91A–96; Reteaching: 99–100, Sets A–F; Topic 3: 115A–120, 121A–126, 127A–132, 133A–138, 139A–144, 145A–150; Reteaching: 159–160, Sets B–E; Topic 4: 169A–174, 175A–180, 181A–186, 187A–192, 193A–198, 199A–204, 205A–210, 211A–216, 217A–222; Reteaching: 225–228, Sets A–I; Topic 5: 255A–260, 261A–266, 267A–272, 273A–278; Reteaching: 288–290, Sets D–G; Topic 7: 359A–364, 365A–370, 371A–376, 377A–382, 383A–388; Reteaching: 391–394, Sets A–D</p>	<p>(Continued)</p> <p>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).</p>						
<p>SE: Topic 4: 205–210, 211–216; Reteaching: 227–228, Sets G, H</p> <p>TE: Topic 4: 205A–210, 211A–216; Reteaching: 227–228, Sets G, H</p>	<p>4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$).</p>						

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Understand properties of multiplication and the relationship between multiplication and division.								
<p>SE: Topic 1: 25–30; Reteaching: 52, Set D; Topic 2: 73–78; Reteaching: 99, Set C; Topic 3: 109–114, 115–120, 121–126, 127–132, 133–138, 139–144, 145–150, 151–156; Reteaching: 159–160, Sets A–F; Topic 4: 199–204; Reteaching: 227, Set F</p> <p>TE: Topic 1: 25A–30; Reteaching: 52, Set D; Topic 2: 73A–78; Reteaching: 99, Set C; Topic 3: 109A–114, 115A–120, 121A–126, 127A–132, 133A–138, 139A–144, 145A–150, 151A–156; Reteaching: 159–160, Sets A–F; Topic 4: 199A–204; Reteaching: 227, Set F</p>	<p>5. Apply properties of operations as strategies to multiply and divide (e.g., If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known: Commutative Property of Multiplication. $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$: Associative Property of Multiplication. Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$: Distributive Property. Instructional Note: Students need not use formal terms for these properties.</p>							
<p>SE: Topic 4: 169-174, 175-180, 181-186, 187-190, 211-214; Reteaching: 225-226, Sets B-D, G-H</p> <p>TE: Topic 4: 169-174, 175-180, 181-186, 187-190, 211-214; Reteaching: 225-226, Sets B-D, G-H</p>	<p>6. Understand division as an unknown-factor problem (e.g., find $32 \div 8$ by finding the number that makes 32 when multiplied by 8).</p>							

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Multiply and divide within 100.					
<p>SE: Topic 5: 237–242, 243–248, 249–254, 255–260, 261–266, 267–272, 273–278, 279–284; Reteaching: 287–290, Sets A–H</p> <p>TE: Topic 5: 237A–242, 243A–248, 249A–254, 255A–260, 261A–266, 267A–272, 273A–278, 279A–284; Reteaching: 287–290, Sets A–H</p>	7. Learn multiplication tables (facts) with speed and memory in order to fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows that $40 \div 5 = 8$) or properties of operations by the end of Grade 3.				
Solve problems involving the four operations, and identify and explain patterns in arithmetic.					
<p>SE: Topic 4: 217–222; Reteaching: 228, Set I; Topic 7: 377–382; Reteaching: 393, Set C; Topic 11: 573–578, 579–584, 585–590, 591–596; Reteaching: 599–600, Sets A–D</p> <p>TE: Topic 4: 217A–222; Reteaching: 228, Set I; Topic 7: 377A–382; Reteaching: 393, Set C; Topic 11: 573A–578, 579A–584, 585A–590, 591A–596; Reteaching: 599–600, Sets A–D</p>	8. Solve two-step word problems using the four operations, represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Instructional 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).				
<p>SE: Topic 2: 61–66, 67–72, 73–78, 79–84, 85–90; Reteaching: 99–100, Sets A–E; Topic 3: 115–120, 121–126, 127–132, 133–138; Reteaching: 159–160, Sets B–D; Topic 4: 193–198; Reteaching: 227, Set E; Topic 5: 237–242; Reteaching: 287, Set A; Topic 8: 411–416; Reteaching: 461, Set B</p>	9. Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain those using properties of operations (e.g., observe that 4 times a number is always even and explain why 4 times a number can be decomposed into two equal addends).				

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TE: Topic 2: 61A–66, 67A–72, 73A–78, 79A–84, 85A–90; Reteaching: 99–100, Sets A–E; Topic 3: 115A–120, 121A–126, 127A–132, 133A–138; Reteaching: 159–160, Sets B–D; Topic 4: 193A–198; Reteaching: 227, Set E; Topic 5: 237A–242; Reteaching: 287, Set A; Topic 8: 411A–416; Reteaching: 461, Set B	(Continued) 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain those using properties of operations (e.g., observe that 4 times a number is always even and explain why 4 times a number can be decomposed into two equal addends).							
Number and Operations in Base Ten								
Use place value understanding and properties of operations to perform multi-digit arithmetic.								
SE: Topic 8: 417–422, 462 TE: Topic 8: 417A–422, 462	10. Use place value understanding to round whole numbers to the nearest 10 or 100.							
SE: Topic 8: 405–410, 423–428, 429–434, 435–440, 441–446, 447–452, 453–458, 461–464; Topic 9: 475–480, 481–486, 487–492, 493–498, 499–504, 505–510, 511–516, 517–522, 525–528 TE: Topic 8: 405A–410, 423A–428, 429A–434, 435A–440, 441A–446, 447A–452, 453A–458, 461–464; Topic 9: 475A–480, 481A–486, 487A–492, 493A–498, 499A–504, 505A–510, 511A–516, 517A–522, 525–528	11. 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.							

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SE: Topic 10: 539–544, 545–550, 551–556, 557–562, 565–566 TE: Topic 10: 539A–544, 545A–550, 551A–556, 557A–562, 565–566	12. 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.							
Number and Operations - Fractions								
Develop understanding of fractions as numbers.								
SE: Topic 12: 609–614, 615–620, 621–626, 651–656, 659–662 TE: Topic 12: 609A–614, 615A–620, 621A–626, 651A–656, 659–662	13. 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 $1/b$. Instructional Note: Fractions in this standard are limited to denominators of 2, 3, 4, 6, and 8.							
SE: Topic 12: 627–632, 633–638, 660–661 TE: Topic 12: 627A–632, 633A–638, 660–661 a. SE: Topic 12: 627–632, 633–638, 660–661 TE: Topic 12: 627A–632, 633A–638, 660–661	14. Understand a fraction as a number on the number line and represent fractions on a number line diagram. 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. (e.g., Given that b parts is 4 parts, then $1/b$ represents $1/4$. Students partition the number line into fourths and locate $1/4$ on the number line.)							

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<p>b. SE: Topic 12: 627–632, 633–638, 660–661</p> <p>TE: Topic 12: 627A–632, 633A–638, 660–661</p>	<p>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. (e.g., Given that a/b represents $3/4$ or $6/4$, students partition the number line into fourths and represent these fractions accurately on the same number line; students extend the number line to include the number of wholes required for the given fractions.) Instructional Note: Fractions in this standard are limited to denominators of 2, 3, 4, 6, and 8.</p>							
<p>SE: Topic 12: 621-626, Topic 13: 673-678, 679-684, 685-690, 691-696, 697-702, 703-708</p> <p>TE: Topic 12: 621A-626, Topic 13: 673A-678, 679A-684, 685A-690, 691A-696, 697A-702, 703A-708</p> <p>a SE: Topic 13: 673–678, 679–684, 709–714, 723–726</p> <p>TE: Topic 13: 673A–678, 679A–684, 709A–714, 723–726</p> <p>b.</p>	<p>15. Explain equivalence of fractions in special cases and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.</p>							

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<p>SE: Topic 13: 673–678, 679–684, 715–720, 723–726</p> <p>TE: Topic 13: 673A–678, 679A–684, 715A–720, 723–726</p> <p>c.</p> <p>SE: Topic 12: 621-626, 660; Topic 13: 709–714, 726</p> <p>TE: Topic 12: 621A-626, 660; Topic 13: 709A–714, 726</p> <p>d.</p> <p>SE: Topic 13: 685–690, 691–696, 697–702, 703–708, 715–720, 724–726</p> <p>TE: Topic 13: 685A–690, 691A–696, 697A–702, 703A–708, 715A–720, 724–726</p>	<p>b. Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent (e.g., by using a visual fraction model).</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. (e.g., 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.)</p> <p>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). Instructional Note: Fractions in this standard are limited to denominators of 2, 3, 4, 6, and 8.</p>				
Measurement and Data					
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.					
<p>SE: Topic 14: 739–744, 745–750, 751–756, 787–792; Reteaching: 795–798, Sets A–C, I</p> <p>TE: Topic 14: 739A–744, 745A–750, 751A–756, 787A–792; Reteaching: 795–798, Sets A–C, I</p>	<p>16. Tell and write time to the nearest minute, 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).</p>				

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<p>SE: Topic 14: 757–762, 763–768, 769–774, 775–780, 781–786; Reteaching: 796–798, Sets D–H</p> <p>TE: Topic 14: 757A–762, 763A–768, 769A–774, 775A–780, 781A–786; Reteaching: 796–798, Sets D–H</p>	<p>17. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg) and liters (l). Add, subtract, multiply or divide to solve one-step word problems 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. Instructional Note: Exclude compound units such as cm^3 and finding the geometric volume of a container.</p>							
Represent and interpret data.								
<p>SE: Topic 7: 359-364, 365-370, 371-376, 377-382, 383-388; Reteaching: 391-394, Sets A-D</p> <p>TE: Topic 7: 359-364, 365-370, 371-376, 377-382, 383-388; Reteaching: 391-394, Sets A-D</p>	<p>18. 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 (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets).</p>							
<p>SE: Topic 12: 639–644, 645–650, 661–662</p> <p>TE: Topic 12: 639A–644, 645A–650, 661–662</p>	<p>19. 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.</p>							

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Geometric measurement: understand concepts of area and relate area to multiplication and to addition.					
<p>SE: Topic 6: 301–306, 307–312, 313–318; Reteaching: 345–346, Sets A–C</p> <p>TE: Topic 6: 301A–306, 307A–312, 313A–318; Reteaching: 345–346, Sets A–C</p> <p>a.</p> <p>SE: Topic 6: 301–306, 307–312, 313–318; Reteaching: 345–346, Sets A–C</p> <p>TE: Topic 6: 301A–306, 307A–312, 313A–318; Reteaching: 345–346, Sets A–C</p> <p>b.</p> <p>SE: Topic 6: 301–306, 307–312, 313–318, 345–346; Topic 15: 823–828, 838</p> <p>TE: Topic 6: 301A–306, 307A–312, 313A–318, 345–346; Topic 15: 823A–828, 838</p>	<p>20. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>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.</p> <p>b. A plane figure which can be covered without gaps or overlaps by b unit squares is said to have an area of b square units.</p>				
<p>SE: Topic 6: 301–306, 307–312, 313–318; Reteaching: 345–346, Sets A–C</p> <p>TE: Topic 6: 301A–306, 307A–312, 313A–318; Reteaching: 345–346, Sets A–C</p>	<p>21. Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).</p>				

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<p>SE: Topic 6: 319–324, 337–342; Reteaching: 346–348, Sets D, G;</p> <p>TE: Topic 6: 319A–324, 337A–342; Reteaching: 346–348, Sets D, G;</p> <p>a. SE: Topic 6: 319–324, 337–342, 346–348</p> <p>TE: Topic 6: 319A–324, 337A–342, 346–348</p> <p>b. SE: Topic 6: 319–324, 337–342, 346–348; Topic 16: 865–870, 871– 876, 886</p> <p>TE: Topic 6: 319A–324, 337A–342, 346–348; Topic 16: 865A–870, 871A–876, 886</p> <p>c. SE: Topic 6: 325–330, 347 TE: Topic 6: 325A–330, 347</p> <p>d. SE: Topic 6: 331–336, 337–342, 348</p> <p>TE: Topic 6: 331A–336, 337A–342, 348</p>	<p>22. Relate area to the operations of multiplication and addition.</p> <p>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.</p> <p>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.</p> <p>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 $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> <p>d. Recognize area as additive and 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.</p>				

**A Correlation of enVisionmath2.0 West Virginia ©2019
to the West Virginia Evaluation Criteria
Group VI Mathematics Grade 3**

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	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.								
SE: Topic 16: 847–852, 853–858, 859–864, 865–870, 871–876, 877–882; Reteaching: 885–886, Sets A–D TE: Topic 16: 847A–852, 853A–858, 859A–864, 865A–870, 871A–876, 877A–882; Reteaching: 885–886, Sets A–D	23. 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.							
Geometry								
Reason with shapes and their attributes.								
SE: Topic 15: 811–816, 817–822, 823–828, 829–834; Reteaching: 837–838, Sets A–D TE: Topic 15: 811A–816, 817A–822, 823A–828, 829A–834; Reteaching: 837–838, Sets A–D	24. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), that the shared attributes can define a larger category (e.g. quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.							
SE: Topic 12: 609–614, 615–620; Reteaching: 659, Sets A, B TE: Topic 12: 609A–614, 615A–620; Reteaching: 659, Sets A, B	25. 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 $\frac{1}{4}$ or the area of the shape.							