

**A Correlation of enVisionmath2.0 West Virginia ©2019
to the West Virginia Evaluation Criteria
Group VI Mathematics Grade 5**

Table of Contents

NON-NEGOTIBLE EVALUATION CRITERIA	1
GENERAL EVALUATION CRITERIA	4
SPECIFIC EVALUATION CRITERIA	27

**A Correlation of enVisionmath2.0 West Virginia ©2019
to the West Virginia Evaluation Criteria
Group VI Mathematics Grade 5**

**NON-NEGOTIBLE EVALUATION CRITERIA
2018-2024
Group VI – Mathematics
Grade 5**

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 5 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: 1, 43-44 Topic 2: 55, 99-100 Topic 3: 135A, 141-142 Topic 4: 178-180, 208-209 Topic 5: 240-242, 267-268 Topic 6: 299, 320 Topic 7: 414-416, 432-434 Topic 8: 455, 470 Topic 9: 523, 558-560 Topic 10: 583, 591A Topic 11: 640-641, 652-654 Topic 12: 695, 701-702 Topic 13: 731, 751A Topic 14: 773, 779-780 Topic 15: 809, 832-843 Topic 16: 845, 870-872</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 <i>grade 5</i> 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: 1, 9-10 Topic 2: 55, 79-80 Topic 3: 109, 141-142 Topic 4: 163, 178-180 Topic 5: 237, 264-265 Topic 6: 299, 320 Topic 7: 414-416, 432-434 Topic 8: 455, 470 Topic 9: 523, 558-560 Topic 10: 583, 591A Topic 11: 640-641, 652-654 Topic 12: 695, 701-702 Topic 13: 731, 751A Topic 14: 773, 779-780 Topic 15: 809, 832-843 Topic 16: 845, 870-872</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 5 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: Topic 1: 21-22, 33-34 Topic 2: 69-70, 81-82 Topic 3: 117-118, 129-130 Topic 4: 175-176, 187-188 Topic 5: 243-244, 255-256 Topic 6: 305-306, 323-324 Topic 7: 399-400, 429-430 Topic 8: 461-462, 467-468 Topic 9: 537-538, 555-556 Topic 10: 591-592, 597-598 Topic 11: 655-656, 661-662 Topic 12: 715-716, 721-722 Topic 13: 757-758, 763-764 Topic 14: 781-782, 787-788 Topic 15: 823-824, 829-830 Topic 16: 867-868, 873-874</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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Group VI Mathematics Grade 5**

**GENERAL EVALUATION CRITERIA
2018-2024
Group VI – Mathematics
Grade 5**

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>See the following samples: Topic 1: 23, 34; Topic 2: 72; Topic 3: 114, 120; Topic 4: 178; Topic 5: 240; Topic 6: 302; Topic 7: 372; Topic 8: 458; Topic 9: 530, 540; Topic 10: 594; Topic 11: 640, 664; Topic 12: 699; Topic 13: 736; Topic 14: 778; Topic 15: 814; Topic 16: 854</p>	<p>1. Make sense of problems and persevere in solving them;</p>				

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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: Topic 1: 29, 42 Topic 2: 61 Topic 3: 148 Topic 4: 184, 186 Topic 5: 242 Topic 6: 344 Topic 7: 406 Topic 8: 470 Topic 9: 536, 568 Topic 11: 644, 654, 676, 681-683 Topic 12: 702 Topic 13: 744 Topic 14: 779 Topic 16: 860</p>	<p>1. 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: 1 Topic 2: 89A-89 Topic 3: 131A-131, 149A-149 Topic 4: 163, 189A-189 Topic 5: 237 Topic 6: 349A-349 Topic 7: 401A-401 Topic 8: 457A-457 Topic 9: 539A-539, 545A-545 Topic 10: 587A-587 Topic 11: 631, 645A-645 Topic 12: 695 Topic 13: 753A-753 Topic 14: 795A-795 Topic 15: 809 Topic 16: 845</p>	<p>2. 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=In-depth, A=Adequate, M=Minimal, N=Nonexistent	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: Topic 1: 7, 12 Topic 2: 59 Topic 3: 125 Topic 4: 166, 172 Topic 5: 244 Topic 6: 307 Topic 7: 371 Topic 8: 457 Topic 9: 534, 541 Topic 10: 588 Topic 11: 645, 666 Topic 12: 700 Topic 13: 735 Topic 14: 778 Topic 15: 819 Topic 16: 851</p>	<p>3. reason abstractly and quantitatively;</p>						

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	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
<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: Topic 1: 6, 13 Topic 2: 60 Topic 3: 114, 119 Topic 4: 177 Topic 5: 247 Topic 6: 308 Topic 7: 377 Topic 8: 460 Topic 9: 527, 554 Topic 10: 593 Topic 11: 646, 658 Topic 12: 712 Topic 13: 742 Topic 14: 785 Topic 15: 821 Topic 16: 852</p>	<p>4. construct viable arguments and critique the reasoning of others</p>							

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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: 55 Topic 3: 109 Topic 4: 163 Topic 5: 237 Topic 6: 299 Topic 7: 367 Topic 8: 455 Topic 9: 523 Topic 10: 583 Topic 11: 631 Topic 12: 695 Topic 13: 731 Topic 14: 773 Topic 15: 809 Topic 16: 845</p>	<p>5. 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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<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: Topic 1: 8, 20 Topic 2: 62 Topic 3: 132 Topic 4: 177, 190 Topic 5: 254 Topic 6: 316 Topic 7: 378 Topic 8: 463 Topic 9: 528, 533 Topic 10: 595 Topic 11: 639, 684 Topic 12: 713 Topic 13: 747 Topic 14: 789 Topic 15: 815 Topic 16: 856</p>	<p>6. model with mathematics;</p>						

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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: Topic 1: 5 Topic 2: 71 Topic 3: 113 Topic 4: 189, 195 Topic 5: 251 Topic 6: 313 Topic 7: 383, 407 Topic 8: 787 Topic 9: 545 Topic 10: 587 Topic 11: 651, 657 Topic 13: 738 Topic 14: 777, 783, 786 Topic 15: 834 Topic 16: 866</p>	<p>7. use appropriate tools strategically;</p>							

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	I		A		M		N
<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: 21-22 Topic 2: 69-70 Topic 3: 117-118, 129-130 Topic 4: 175-176 Topic 5: 243-244, 255-256 Topic 6: 305-306 Topic 7: 399-400 Topic 8: 461-462 Topic 9: 537-538, 555-556 Topic 10: 591-592 Topic 11: 661-662 Topic 12: 721-722 Topic 13: 757-758 Topic 14: 787-788 Topic 15: 823-824 Topic 16: 873-874</p>	<p>8. use appropriate technology tools for a variety of purposes</p>						

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<p>Throughout the program, students are presented with problem context that ask them to look for patterns in math and to make use of the patterns to solve problems.</p> <p>See the following samples: Topic 1: 6, 41-43 Topic 2: 83 Topic 3: 114, 127 Topic 4: 166 Topic 5: 239 Topic 6: 301 Topic 7: 400 Topic 8: 458 Topic 9: 544, 552 Topic 10: 592 Topic 11: 669, 670 Topic 12: 708 Topic 13: 741 Topic 14: 790 Topic 15: 813 Topic 16: 868</p>	<p>9. look for and make use of structure</p>							

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<p>Throughout the program, students look for patterns in the math structure, explain those patterns, and use them to solve problems.</p> <p>See the following samples: Topic 1: 23, 44 Topic 2: 60 Topic 4: 171, 183, 184 Topic 5: 241 Topic 6: 319 Topic 7: 372 Topic 8: 482 Topic 9: 559, 569 Topic 10: 600 Topic 11: 640, 652 Topic 12: 705 Topic 13: 749 Topic 14: 784 Topic 15: 820 Topic 16: 858</p>	<p>10. look for and express regularity in repeated reasoning.</p>							

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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. For example, the Solve & Share tasks that open each lesson offer regular opportunities for students to work collaboratively.</p> <p>See the following samples: Topic 1: 15A, 21A Topic 2: 81A Topic 3: 129A, 141A Topic 4: 175A Topic 5: 234A Topic 6: 311A Topic 7: 375A Topic 8: 461A Topic 9: 531A, 549A Topic 10: 591A Topic 11: 549A Topic 12: 695 Topic 13: 731 Topic 14: 799A Topic 15: 809 Topic 16: 861A</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, 45A Topic 2: 55, 69A Topic 3: 109 Topic 4: 163 Topic 5: 237 Topic 6: 305A Topic 7: 381A Topic 8: 467A Topic 9: 523, 531A Topic 10: 583 Topic 11: 631, 649A Topic 12: 695 Topic 13: 745A Topic 14: 773 Topic 15: 817A Topic 16: 873A</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 5 focuses on these critical areas identified in the WVCCR standards: operations with fractions, operations with decimals, fluency with operations with whole numbers, and volume.</p> <p>See the following samples: Topic 1: 1I-1J Topic 2: 55I-55K Topic 3: 109A-109C Topic 4: 163A-163D Topic 5: 237A-237C Topic 6: 299A-299C Topic 7: 367I-367L Topic 8: 455I-455K Topic 9: 523A-523C Topic 10: 583I-583J Topic 11: 631I-631K Topic 12: 695I-695J Topic 13: 731I-731J Topic 14: 773I-773J Topic 15: 809I-809J Topic 16: 845I-845J</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 Topic 2: 65, 75A Topic 3: 109 Topic 4: 169A, 187A Topic 5: 237 Topic 6: 299 Topic 7: 377 Topic 8: 457 Topic 9: 527, 545 Topic 10: 593 Topic 11: 639, 643A Topic 12: 703A Topic 13: 747 Topic 14: 795 Topic 15: 813 Topic 16: 861A</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: 5, 11 Topic 2: 71 Topic 3: 113, 117-118 Topic 4: 177 Topic 5: 251 Topic 6: 313 Topic 7: 377 Topic 8: 457 Topic 9: 533-534, 545-546 Topic 10: 591 Topic 11: 645-646, 681-682 Topic 12: 699-700 Topic 13: 759-760 Topic 14: 777-778 Topic 15: 825-826 Topic 16: 863-864</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: 2-4, 48 Topic 2: 56-58, 102 Topic 3: 110-112 Topic 4: 226 Topic 5: 288 Topic 6: 356 Topic 7: 368-370 Topic 8: 456 Topic 9: 524-526, 576 Topic 10: 584-585 Topic 11: 633-638, 688 Topic 12: 724 Topic 13: 732-734 Topic 14: 802 Topic 15: 810-812 Topic 16: 876</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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		I		A		M		N
<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: 33A, 49-50 Topic 2: 69A Topic 3: 109, 135A Topic 4: 179 Topic 5: 237 Topic 6: 311A Topic 7: 403 Topic 8: 455 Topic 9: 533A-533, 553 Topic 10: 583 Topic 11: 647, 669 Topic 12: 695 Topic 13: 741 Topic 14: 773 Topic 15: 815 Topic 16: 869</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: 21-22 Topic 2: 69-70 Topic 3: 117-118, 129-130 Topic 4: 175-176 Topic 5: 243-244, 255-256 Topic 6: 305-306 Topic 7: 399-400 Topic 8: 461-462 Topic 9: 537-538, 555-556 Topic 10: 591-592 Topic 11: 661-662 Topic 12: 721-722 Topic 13: 757-758 Topic 14: 787-788 Topic 15: 823-824 Topic 16: 873-874</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 available both in the printed Teacher Edition (TE) and at PearsonRealize.com. For each topic in the TE are multiple spreads labeled Math Background that highlight key math concepts of the topics. At PearsonRealize.com are Topic Overview Videos, and Listen and Look For Video, which are available for each lesson.</p> <p>See the following samples: Topic 1: 1A-1E Topic 2: 55A-55E Topic 3: 55A-55E Topic 4: 55A-55E Topic 5: 55A-55E Topic 6: 55A-55E Topic 7: 367A-367E Topic 8: 455A-455E Topic 9: 455A-455E Topic 10: 583A-583E Topic 11: 631A-631E Topic 12: 695A-695E Topic 13: 731A-731E Topic 14: 773A-773E Topic 15: 809A-809E Topic 16: 845A-845E</p>	<p>20. include a professional resource that builds content and pedagogical knowledge for the teacher.</p>							

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Assessment					
<p>enVisionmath2.0 provides comprehensive math assessments. Diagnostic assessments are available at the start of a school year to help teachers identify students' areas of strength and weakness. Each lesson includes formative assessment opportunities in the Do You Understand, Convince Me!, allowing teachers to adjust instruction as needed. Various summative assessments include Topic Assessments as well as Performance Topic Assessments. The Topic Assessments have a range of items, from multiple choice, to open ended. In the Teacher Edition are rubrics for evaluating students' work on the Performance Topic Assessments.</p> <p>See the following samples: Topic 1: 46, 51-54E Topic 3: 109H, 130 Topic 4: 231-236C Topic 6: 361-366A Topic 7: 416 Topic 8: 462-510 Topic 9: 579-582A Topic 10: 592, 622 Topic 11: 691-694A Topic 12: 702 Topic 13: 769-772A Topic 14: 798 Topic 15: 818 Topic 16: 879-882A</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>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, but rather as interconnected and interrelated concepts.</p> <p>See the following samples: Topic 1: 1I-1J Topic 2: 55I-55K Topic 3: 109A-109C Topic 4: 163A-163D Topic 5: 237A-237C Topic 6: 299A-299C Topic 7: 367I-367L Topic 8: 455I-455K Topic 9: 523A-523C Topic 10: 583I-583J Topic 11: 631I-631K Topic 12: 695I-695J Topic 13: 731I-731J Topic 14: 773I-773J Topic 15: 809I-809J Topic 16: 845I-845J</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 enVisionmath2.0 Student's Edition is available on DVD as well as online through PearsonRealize.com – accessible by an internet-enabled device that can open HTML formats.</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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Group VI Mathematics Grade 5**

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<p>For each topic, a Home-School Connection letter is available in both English and Spanish. These letters communicate to family members the focus of math instruction for each topic and offer suggestions for family members to engage in the content with children. At the end of each topic in the Student Edition is a fluency activity that children can do at home with family members. Each lesson also offers Homework & Practice where students can practice skills and apply understanding in problem-solving exercises.</p> <p>See the following samples: Topic 1: 9-10, 27-28 Topic 2: 69-70 Topic 3: 123-124, 135-136 Topic 4: 169-170 Topic 5: 249-250 Topic 6: 311-312 Topic 7: 381-382 Topic 8: 461-462 Topic 9: 531-532, 549-550 Topic 10: 604-605 Topic 11: 649-650, 661-662 Topic 12: 709-710 Topic 13: 757-758 Topic 14: 781-782 Topic 15: 823-824 Topic 16: 861-862</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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Group VI Mathematics Grade 5**

SPECIFIC EVALUATION CRITERIA

**2018-2024
Group VI – Mathematics
Grade 5**

All West Virginia teachers are responsible for classroom instruction that integrates content standards and mathematical habits of mind. Students in the fifth grade will focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; (3) developing an understanding of volume. 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. Students in fifth grade will continue developing mathematical proficiency in a developmentally-appropriate progressions of standards. Continuing the skill progressions from fourth grade, the following chart represents the mathematical understandings that will be developed in fifth grade:

<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • Write and interpret numerical expressions. • Analyze mathematical patterns and relationships. 	<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Understand the place value system. • Generalize the place-value system to include decimals, and calculate with decimals to the hundredths place (two places after the decimal). • Multiply whole numbers quickly and accurately, for example $1,638 \times 753$, and divide whole numbers in simple cases, such as dividing 6,971 by 63.
<p>Number and Operations- Fractions</p> <ul style="list-style-type: none"> • Add and subtract fractions with like and unlike denominators (e.g., $2\frac{1}{4} - 1\frac{1}{3}$), and solve word problems of this kind. • Multiply fractions; divide fractions in simple cases; and solve related word problems (e.g., find the area of a rectangle with fractional side lengths; determine how many $\frac{1}{3}$-cup servings are in 2 cups of raisins; determine the size of a share if 9 people share a 50-pound sack of rice equally or if 3 people share $\frac{1}{2}$ pound of chocolate equally). 	<p>Measurement and Data</p> <ul style="list-style-type: none"> • Convert like measurement units within a given measurement system. • Make a line plot to display a data set with fractional units of measure and interpret the data to solve problems. • Geometric measurement: Understand the concept of volume, and solve word problems that involve volume.
<p>Geometry</p> <ul style="list-style-type: none"> • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties. 	

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Group VI Mathematics Grade 5**

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

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Operations and Algebraic Thinking						
Write and Interpret numerical expressions.						
SE: Topic 13: 735–740, 741–746, 747–752, 759–764; Reteaching: 767–768, Sets A, B, D TE: Topic 13: 735A–740, 741A–746, 747A–752, 759A–764; Reteaching: 767–768, Sets A, B, D	1. Use parentheses, brackets or braces in numerical expressions and evaluate expressions with these symbols.					
SE: Topic 13: 747–752, 753–758, 759–764; Reteaching: 767–768, Sets B-D TE: Topic 13: 747A–752, 753A–758, 759A–764; Reteaching: 767–768, Sets B-D	2. Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. (e.g., Express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.)					
Analyze patterns and relationships.						
SE: Topic 15: 813–818, 819–824, 825–830, 831–836; Reteaching: 839–840, Sets A–D TE: Topic 15: 813A–818, 819A–824, 825A–830, 831A–836; Reteaching: 839–840, Sets A–D	3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. (e.g., Given the rule “Add 3” and the starting number 0 and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.)					
Number and Operations in Base Ten						
Understand the place value system.						
SE: Topic 1: 11–16, 17–22; Reteaching: 49, Sets B, C TE: Topic 1: 11A–16, 17A–22; Reteaching: 49, Sets B, C	4. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.					

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Group VI Mathematics Grade 5**

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<p>SE: Topic 1: 5–10, 49; Reteaching Set A Topic 3: 113–118, 157; Reteaching Set A Topic 4: 165–170, 227; Reteaching Set A Topic 6: 301–306, 357; Reteaching Set A Topic 11: 657–662, 663–668; Reteaching: 689–690, Sets D–F</p> <p>TE: Topic 1: 5A–10, 49; Reteaching Set A Topic 3: 113A–118, 157; Reteaching Set A Topic 4: 165A–170, 227; Reteaching Set A Topic 6: 301A–306, 357; Reteaching Set A Topic 11: 657A–662, 663–668; Reteaching: 689–690, Sets D–F</p>	<p>5. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p>						
<p>a. SE: Topic 1: 17–22, 23–28, 41–46, Reteaching: 49–50, Sets C, F</p> <p>TE: Topic 1: 17A–22, 23A–28, 41A–46; Reteaching: 49–50, Sets C, F</p> <p>b. SE: Topic 1: 29–34, 41–46; Reteaching: 50, Sets D, F</p> <p>TE: Topic 1: 29A–34, 41A–46; Reteaching: 50, Sets D, F</p>	<p>6. Read, write, and compare decimals to thousandths.</p> <p>a. Read and write decimals to thousandths using base-ten numerals, number names and expanded form (e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$).</p> <p>b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$ and $<$ symbols to record the results of comparisons.</p>						
<p>SE: Topic 1: 35–40; Reteaching: 50, Set E, 65–70; Reteaching: 103, Set B</p> <p>TE: Topic 1: 35A–40; Reteaching: 50, Set E, 65–70; Reteaching: 103, Set B</p>	<p>7. Use place value understanding to round decimals to any place.</p>						

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Group VI Mathematics Grade 5**

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Perform operations with multi-digit whole numbers and with decimals to hundredths.						
<p>SE: Topic 3: 113-118, 119-124, 125-130, 131-136, 137-142, 143-148, 149-154; Reteaching: 157-158, Sets A–E</p> <p>TE: Topic 3: 113A-118, 119A-124, 125A-130, 131A-136, 137A-142, 143A-148, 149A-154; Reteaching: 157-158, Sets A–E</p>	8. Fluently multiply multi-digit whole numbers using the standard algorithm.					
<p>SE: Topic 5: 239-244, 245-250, 251-256, 257-262, 263-268, 269-274, 275-280, 281-286; Reteaching: 289-290, Sets A–H</p> <p>TE: Topic 5: 239A-244, 245A-250, 251A-256, 257A-262, 263A-268, 269A-274, 275A-280, 281A-286; Reteaching: 289-290, Sets A–H</p>	9. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.					
<p>SE: Topic 2: 71-76, 77-82, 83-88, 89-94, 95-100; Reteaching: 103-104, Sets C-E; Topic 4: 165-170, 177-182, 183-188, 189-194, 195-200, 201-206, 207-212, 213-218, 219-224; Reteaching: 227-230, Sets A–G; Topic 6: 301-306, 313-318, 319-324, 325-330, 331-336, 337-342, 343-348, 349-354; Reteaching: 357-360, Sets A, C-G</p>	10. Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between related operations, relate the strategy to a written method and explain the reasoning used.					

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Group VI Mathematics Grade 5**

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<p>TE: Topic 2: 71A-76, 77A-82, 83A-88, 89A-94, 95A-100; Reteaching: 103-104, Sets C-E; Topic 4: 165A-170, 177A-182, 183A-188, 189A-194, 195A-200, 201A-206, 207A-212, 213A-218, 219A-224; Reteaching: 227-230, Sets A-G; Topic 6: 301A-306, 313A-318, 319A-324, 325A-330, 331A-336, 337A-342, 343A-348, 349A-354; Reteaching: 357-360, Sets A, C-G</p>	<p>(Continued)</p> <p>10. Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between related operations, relate the strategy to a written method and explain the reasoning used.</p>							
Number and Operations - Fractions								
Use equivalent fractions as a strategy to add and subtract fractions.								
<p>SE: Topic 7: 383-388, 389-394, 395-400, 407-412, 413-418, 419-424, 425-430, 431-436, 437-442; Reteaching: 445-448, Sets C, E-H</p> <p>TE: Topic 7: 383A-388, 389A-394, 395A-400, 407A-412, 413A-418, 419A-424, 425A-430, 431A-436, 437A-442; Reteaching: 445-448, Sets C, E-H</p>	<p>11. Add and subtract fractions with unlike denominators, including mixed numbers, by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators (e.g., $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$). Instructional Note: In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.</p>							

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Group VI Mathematics Grade 5**

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<p>SE: Topic 7: 371–376, 377–382, 383–388, 389–394, 395–400, 401–406, 407–412, 413–418, 419–424, 425–430, 431–436, 437–442; Reteaching: 445–448, Sets A–H; Topic12: 711–716, 717–722; Reteaching: 726, Sets C, D</p> <p>TE: Topic 7: 371A–376, 377A–382, 383A–388, 389A–394, 395A–400, 401A–406, 407A–412, 413A–418, 419A–424, 425A–430, 431A–436, 437A–442; Reteaching: 445–448, Sets A–H; Topic12: 711–716, 717–722; Reteaching: 726, Sets C, D</p>	<p>12. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g., recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$).</p>							
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.								
<p>SE: Topic 9: 527-532, 533-538, 539–544, 545–550, 551–556, 557–562, 563–568, 569–574; Reteaching: 577–578, Sets A–E</p> <p>TE: Topic 9: 527A-532, 533A-538, 539A–544, 545A–550, 551A–556, 557A–562, 563A–568, 569A–574; Reteaching: 577–578, Sets A–E</p>	<p>13. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models or equations to represent the problem. (e.g., Interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?)</p>							

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<p>SE: Topic 8: 457-462, 463-468, 469-474, 475-480, 481-486, 487-492, 499-504</p> <p>TE: Topic 8: 457A-462, 463A-468, 469A-474, 475A-480, 481A-486, 487A-492, 499A-504</p> <p>a. SE: Topic 8: 457-462, 469-474, 475-480, 481-486; Reteaching: 513-514, Sets A–D</p> <p>TE: Topic 8: 457A-462, 469A-474, 475A-480, 481A-486; Reteaching: 513-514, Sets A–D</p> <p>b. SE: Topic 8: 487–492; Reteaching: 514, Set E</p> <p>TE: Topic 8: 487A–492; Reteaching: 514, Set E</p>	<p>14. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. (e.g., Use a visual fraction model to show $(2/3) \times 4 = 8/3$ and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$.) Instructional Note: In general, $(a/b) \times (c/d) = ac/bd$.</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.</p>							
<p>SE: Topic 8: 499-504; Reteaching: 516, Set G</p> <p>TE: Topic 8: 499A-504; Reteaching: 516, Set G</p> <p>a. SE: Topic 8: 499-504, 505-510; Reteaching: 516, Set G</p> <p>TE: Topic 8: 499A-504, 505A-510; Reteaching: 516, Set G</p>	<p>15. Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p>							

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Group VI Mathematics Grade 5**

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<p>b. SE: Topic 8: 499–504, 505–510; Reteaching: 516, Set G</p> <p>TE: Topic 8: 499A–504, 505A–510; Reteaching: 516, Set G</p>	<p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (nxa)/(nxb)$ to the effect of multiplying a/b by 1.</p>							
<p>SE: Topic 8: 457-458, 463-464, 469-470, 475-476, 481-482, 487-488, 493-494, 499-500, 505-510; Reteaching: 513-516, Sets A- H</p> <p>TE: Topic 8: 457-458, 463-464, 469-470, 475-476, 481-482, 487-488, 493-494, 499-500, 505A-510; Reteaching: 513-516, Sets A- H</p>	<p>16. Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem.</p>							
<p>SE: Topic 9: 539-544, 545-550, 551-556, 557-562, 563-568, 569-574</p> <p>TE: Topic 9: 539A-544, 545A-550, 551A-556, 557A-562, 563A-568, 569A-574</p> <p>a. SE: Topic 9: 551–556, 557–562, 569–574; Reteaching: 577–578, Sets C, E</p> <p>TE: Topic 9: 551A–556, 557A–562, 569A–574; Reteaching: 577–578, Sets C, E</p>	<p>17. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Instructional Note: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division, but division of a fraction by a fraction is not a requirement at this grade.</p> <p>a. Interpret division of a unit fraction by a non-zero whole number and compute such quotients. (e.g., Create a story context for $(1/3) \div 4$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.)</p>							

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<p>b. SE: Topic 9: 539–544, 545–550, 557–562, 569–574; Reteaching: 577–578, Sets B, C, E</p> <p>TE: Topic 9: 539A–544, 545A–550, 557A–562, 569A–574; Reteaching: 577–578, Sets B, C, E</p> <p>c. SE: Topic 9: 539-540, 545-546, 551-552, 557-558, 563-564, 569-570; Reteaching: 577-578, Set B-E</p> <p>TE: Topic 9: 539-540, 545-546, 551-552, 557-558, 563-564, 569-570; Reteaching: 577-578, Set B-E</p>	<p>b. Interpret division of a whole number by a unit fraction and compute such quotients. (e.g., Create a story context for $4 \div (1/5)$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.)</p> <p>c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and equations to represent the problem. (e.g., How much chocolate will each person get if 3 people share $1/2$ lb. of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?)</p>							
Measurement and Data								
Convert like measurement units within a given measurement system.								
<p>SE: Topic 11: 639-644, 645-650, 651-656, 657-662, 663-668, 669-674, 675-680, 681-686; Reteaching: 689-690, Sets A-H</p> <p>TE: Topic 11: 639A-644, 645A-650, 651A-656, 657A-662, 663A-668, 669A-674, 675A-680, 681A-686; Reteaching: 689-690, Sets A-H</p>	<p>18. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions in solving multi-step, real-world problems.</p>							
Represent and interpret data.								
<p>SE: Topic 12: 705-710, 711-716, 717-722; Reteaching: 725-726, Sets B-D</p> <p>TE: Topic 12: 705-710, 711-716, 717-722; Reteaching: 725-726, Sets B-D</p>	<p>19. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. (e.g., Given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally).</p>							

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Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.						
SE: Topic 10: 587-592, 617-622 TE: Topic 10: 587A-592, 617A-622 a. SE: Topic 10: 587-592, 617-622; Reteaching: 625-626, Sets A,D TE: Topic 10: 587A-592, 617A-622; Reteaching: 625-626, Sets A,D b. SE: Topic 10: 593–598; Reteaching: 625, Set A TE: Topic 10: 593A–598; Reteaching: 625, Set A	20. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using b unit cubes is said to have a volume of b cubic units.					
SE: Topic 10: 587-592, 617-622; Reteaching: 625-626, Sets A,D TE: Topic 10: 587A-592, 617A-622; Reteaching: 625-626, Sets A,D	21. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.					
SE: Topic 10: 593-598, 599-604, 605-610, 611-616 TE: Topic 10: 593A-598, 599A-604, 605A-610, 611-616 a. SE: Topic 10: 593-598; Reteaching: 625, Set B SE: Topic 10: 593A-598; Reteaching: 625, Set B	22. Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to represent the associative property of multiplication).					

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Group VI Mathematics Grade 5**

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<p>b. SE: Topic 10: 593–598, 599–604; Reteaching: 625, Set B</p> <p>TE: Topic 10: 593A–598, 599A–604; Reteaching: 625, Set B</p> <p>c. SE: Topic 10: 605-610, 611-616, 617-622; Reteaching: 826, Set C</p> <p>TE: Topic 10: 605A-610, 611A-616, 617A-622; Reteaching: 826, Set C</p>	<p>I=In-depth, A=Adequate, M=Minimal, N=Nonexistent</p> <p>b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real-world and mathematical problems.</p> <p>c. Recognize volume as additive and find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.</p>	I		A		M	N
Geometry							
Graph points on the coordinate plane to solve real-world and mathematical problems.							
<p>SE: Topic 14: 777-782, 783-788, 789-794, 795-800; Reteaching: 803- 804, Sets A-C</p> <p>TE: Topic 14: 777A-782, 783A-788, 789A-794, 795A-800; Reteaching: 803-804, Sets A-C</p>	<p>23. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines, the origin, arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>						
<p>SE: Topic 14: 789-794, 795-800; Reteaching: 803-804, Sets A-C; Topic 15: 825-830; Reteaching: 840, Set C</p> <p>TE: Topic 14: 789A-794, 795A-800; Reteaching: 803-804, Sets A-C; Topic 15: 825A-830; Reteaching: 840, Set C</p>	<p>24. Represent real-world mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.</p>						

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Group VI Mathematics Grade 5**

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	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent					
	I		A		M	N
<p>Classify two-dimensional figures into categories based on their properties.</p> <p>SE: Topic 16: 851-856, 857-862, 863-868, 869-874; Reteaching: 877-878, Sets A-D</p> <p>TE: Topic 16: 851A-856, 857A-862, 863A-868, 869A-874; Reteaching: 877-878, Sets A-D</p>	<p>25. Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category (e.g., all rectangles have four right angles and squares are rectangles, so all squares have four right angles).</p>					
<p>SE: Topic 16: 851-856, 857-862, 863-868, 869-874; Reteaching: 877-878, Sets A-D</p> <p>TE: Topic 16: 851A-856, 857A-862, 863A-868, 869A-874; Reteaching: 877-878, Sets A-D</p>		<p>26. Classify two-dimensional figures in a hierarchy based on properties.</p>				