

A Correlation of

enVisionmath[®] 2.0

West Virginia ©2019



to the

West Virginia Evaluation Criteria Kindergarten

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

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

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 kindergarten curriculum 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: 71-72 Topic 2: 85-86 Topic 3: 135 Topic 4: 199 Topic 5: 245, 267-272 Topic 6: 287, 312-314 Topic 7: 395, 402 Topic 9: 525 Topic 10: 567-568, 574, 579-580 Topic 11: 621-622 Topic 12: 675, 805-840 Topic 13: 745, 767-768, 773-774 Topic 14: 799, 805-806</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>The enVisionmath2.0 kindergarten 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: 43, 55-56, 61 Topic 2: 85, 97 Topic 3: 86, 151 Topic 4: 199, 225 Topic 5: 245 Topic 7: 365-369; 401 Topic 8: 431 Topic 9: 507 Topic 10: 563 Topic 12: 675, 727, 745 Topic 13: 745, 767-770, Topic 14: 817-818</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 kindergarten 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: 11-12, 29-30, 82B Topic 2: 95-96,107-108 Topic 3: 135I-135J Topic 4: 199I-199J Topic 5: 271, 278A Topic 6; 291, 345 Topic 7: 369, 427-428 Topic 8: 446-447 Topic 9: 507I-507J Topic 10: 571-572 Topic 12: 701-702 Topic 13: 745, 767-770, 796A Topic 14: 817-818</p>
X	1		<p>4. BIAS The instructional material is free of political bias.</p>	<p>The instructional material includes contextual and cross-curricular tasks 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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GENERAL EVALUATION CRITERIA

**2018-2024
Group VI – Mathematics
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The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (in-depth) or A (adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses				
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I	A	M	N
	<i>In addition to alignment of Content Standards, materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:</i>				
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>					
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.	1. Make sense of problems and persevere in solving them;				

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See the following samples: F23-F23A Topic 1: 15, 62 Topic 2: 112 Topic 3: 182 Topic 4: 207, 232 Topic 5: 252 Topic 6: 314, 325 Topic 7: 367, 377 Topic 8: 442 Topic 9: 533, 550 Topic 11: 627, 633 Topic 12: 718 Topic 13:755 Topic 14: 825	(Continued) 1. Make sense of problems and persevere in solving them;							
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. See the following samples: F28-F28A Topic 1: 22, 39-40 Topic 2: 92 Topic 3: 146, 160 Topic 4: 209 Topic 5: 255, 261 Topic 6: 306 Topic 7: 384 Topic 8: 443 Topic 9: 514, 526 Topic 10: 598 Topic 11: 634, 645 Topic 12: 686 Topic 13: 751, 762 Topic 14: 806	2. attend to precision;							

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<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 & 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, 7 Topic 2: 91, 103 Topic 3: 181 Topic 4: 199K-199L, 199 Topic 5: 245, 255 Topic 6: 281M-281N Topic 7: 395 Topic 8: 477 Topic 9: 507M-507N Topic 10: 567, 585 Topic 11: 621M-621N, 625 Topic 12: 675 Topic 13:749 Topic 14: 805</p>	<p>3. deepen understanding through meaningful and challenging teacher and/or student directed inquiry-based learning that builds number sense using prior knowledge and promotes interdisciplinary connections;</p>							

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<p>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: F24-F24A Topic 1: 39, 70 Topic 2: 115 Topic 3: 142, 148 Topic 4: 208 Topic 5: 249, 270 Topic 6: 299 Topic 7: 368, 371 Topic 8: 444 Topic 9: 549, 551 Topic 10: 568 Topic 11: 626 Topic 12: 699 Topic 13:749 Topic 14: 808</p>	<p>4. reason abstractly and quantitatively;</p>							

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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: F25-F25A Topic 1: 43, 67 Topic 2: 106 Topic 3: 145, 166 Topic 4: 215 Topic 5: 269-270 Topic 6: 308 Topic 7: 380 Topic 8: 454 Topic 9: 516, 552 Topic 10: 574, 605 Topic 11: 638 Topic 12: 703 Topic 13: 770, 782 Topic 14: 812</p>	<p>5. 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: 85 Topic 3: 135 Topic 4: 199 Topic 5: 245 Topic 6: 281 Topic 7: 359 Topic 8: 431 Topic 9: 507 Topic 10: 563 Topic 11: 621 Topic 12: 675 Topic 13:745 Topic 14: 799</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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<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: F26-F26A Topic 1: 9-10, 50 Topic 2: 94, 121 Topic 3: 141, 151 Topic 4: 204, 221 Topic 6: 287, 319 Topic 7: 374 Topic 8: 438 Topic 9: 513, 534 Topic 10: 568 Topic 11: 640 Topic 12: 709 Topic 13: 742 Topic 14: 820</p>	<p>7. 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: F27-F27A Topic 1: 26, 61 Topic 2: 117 Topic 3: 147, 159 Topic 4: 251 Topic 5: 264 Topic 6: 293, 296 Topic 7: 343 Topic 8: 441 Topic 9: 531, 543 Topic 10: 670 Topic 11: 650, 656 Topic 12: 693 Topic 13: 761, 769 Topic 14: 829</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: 11-12, 23-24 Topic 2: 107-108 Topic 3: 167-168, 179-180 Topic 4: 235-236 Topic 5: 253-254, 259-260 Topic 6: 297-298 Topic 7: 369-370, 387-388 Topic 8: 445-446 Topic 9: 517-518 Topic 10: 577-578 Topic 11: 659-660 Topic 12: 695-696, 719-720 Topic 13: 765-766 Topic 14: 809-810, 815-816</p>	<p>9. 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: F29-F29A Topic 2: 93 Topic 3: 177, 181 Topic 4: 228 Topic 5: 257 Topic 6: 320 Topic 7: 385-386 Topic 8: 472, 491 Topic 9: 527, 533 Topic 10: 569 Topic 11: 625, 631 Topic 12: 685 Topic 13: 750, 774, 780 Topic 14: 806, 831</p>	<p>10. 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: F30-F30A Topic 1: 14, 31 Topic 2: 111 Topic 3: 172, 178 Topic 4: 204, 209 Topic 5: 258 Topic 6: 302 Topic 7: 408 Topic 8: 473 Topic 9: 532 Topic 10: 588, 593 Topic 11: 632, 651 Topic 12: 700 Topic 13: 776 Topic 14: 814, 819</p>	<p>11. 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: 1M-1N, 29A Topic 2: 101A Topic 3: 135M-135N, 161A Topic 4: 199K-199L Topic 5: 245K-245L Topic 6: 281M-281N Topic 7: 369A Topic 8: 431I-431J Topic 9: 517A, 541A Topic 10: 601A, 607A Topic 11: 635A, 647A Topic 12: 695A Topic 13: 771A, 777A Topic 14: 815A</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: 1M-1N, 25 Topic 2: 85 Topic 3: 135M-135N, 145 Topic 4: 199 Topic 5: 245K-245L Topic 6: 281M-281N Topic 7: 369A Topic 8: 431I-431J Topic 9: 522, 540 Topic 10: 576, 601A Topic 11: 634, 661 Topic 12: 688 Topic 13: 771A, 741 Topic 14: 832</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 standards. The content in kindergarten focuses on building students' foundational understanding of numeracy by developing concepts of counting and cardinality, and introducing students to the operations of addition and subtraction.</p> <p>See the following samples: Topic 1: 1A-1H Topic 2: 85A-85H Topic 3: 135A-135H Topic 4: 199A-199H Topic 5: 245A-245H Topic 6: 281A-281H Topic 7: 359A-359C Topic 8: 431A-431D Topic 9: 507A-507H Topic 10: 563A-563H Topic 11: 621A-621H Topic 12: 675A-675H Topic 13: 745A-745H Topic 14: 799A-799H</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: 1G-1H, 65A Topic 2: 91 Topic 3: 135G-135H, 145 Topic 4: 199G-199H Topic 5: 245G-245H, 255 Topic 6: 287 Topic 7: 377, 421-424 Topic 8: 445A Topic 9: 507G-507H, 517A Topic 10: 536G-536H Topic 11: 622, 633-634 Topic 12: 733 Topic 13: 769-770 Topic 14: 799G-799H</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, 11-12 Topic 2: 91 Topic 3: 139-140, 145-146 Topic 4: 211-212 Topic 5: 249-250, 259-260 Topic 6: 293-294 Topic 7: 371-372, 375A Topic 8: 435-436 Topic 9: 517 Topic 10: 564, 574 Topic 11: 625-626, 643-644 Topic 12: 691-692 Topic 13: 761-672, 767-768 Topic 14: 805-806</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, 3-6 Topic 2: 87-90 Topic 3: 136-138, 187-188 Topic 4: 200 Topic 5: 246-248, 273-274 Topic 6: 283-286 Topic 7: 361-364, 419-420 Topic 8: 432-434 Topic 9: 508-508A Topic 10: 563H, 610 Topic 11: 623, 668 Topic 12: 675I-675J Topic 13: 792 Topic 14: 801-804</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: 1P, 11A-12 Topic 2: 97A-97 Topic 3: 143A-144, 151A-151 Topic 4: 199 Topic 5: 245N, 253A-254 Topic 6: 297A-298 Topic 7: 359 Topic 8: 439A-440 Topic 9: 513A-513, 517A-518 Topic 10: 519A-519 Topic 11: 579, 621 Topic 12: 691 Topic 13: 745, 750 Topic 14: 805A-805</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 assessments, most of which are auto-scored.</p> <p>See the following samples: Topic 1: 11-12, 29-30 Topic 2: 95-96 Topic 3: 167-168, 173-174 Topic 4: 205-206 Topic 5: 253-254 Topic 6: 271-272 Topic 7: 315-316, 405-406 Topic 8: 481-482 Topic 9: 535-536, 547-548 Topic 10: 571-572 Topic 11: 635-636, 653-654 Topic 12: 695-696 Topic 13: 771-772, 783-784 Topic 14: 815-816</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: 85A-85E Topic 3: 135A-135E Topic 4: 199A-199E Topic 5: 245A-245E Topic 6: 281A-281E Topic 7: 359A-359E Topic 8: 431A-431E Topic 9: 570A-570E Topic 10: 563A-563E Topic 11: 621A-621E Topic 12: 675A-675E Topic 13: 745A-745E Topic 14: 799A-799E</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: 72, 79-84B Topic 2: 124, 131-134A Topic 3: 193-198A Topic 4: 234, 241-244C Topic 5: 270 Topic 6: 346, 353-358B Topic 7: 425-430A Topic 8: 501-506C Topic 9: 554 Topic 10: 608 Topic 11: 666 Topic 12: 732 Topic 13: 795-796 Topic 14: 840</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-1L Topic 2: 85I-85J Topic 3: 135I-135L Topic 4: 199I-199J Topic 5: 245I-245J Topic 6: 281I-281L Topic 7: 359A-359C Topic 8: 431A-431C Topic 9: 507I-507L Topic 10: 563I-563L Topic 11: 621I-621L Topic 12: 675I-675L Topic 13: 745I-745L Topic 14: 799I-799J</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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(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
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.	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.							
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. See the following samples: Topic 1: 1P, 11-12 Topic 2: 95-96 Topic 3: 135P, 143-144 Topic 4: 211-212 Topic 5: 245N, 253-254 Topic 6: 309-310 Topic 7: 369-370, 387-388 Topic 8: 445-446 Topic 9: 541-542, 547-548 Topic 10: 607-608 Topic 11: 653-654, 659-660 Topic 12: 689-690 Topic 13: 753-754, 771-772 Topic 14: 827-828	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
Kindergarten**

All West Virginia teachers are responsible for classroom instruction that integrates content standards and mathematical habits of mind. Students in kindergarten will focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. 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. The skill progressions begin in kindergarten as foundational understanding of numeracy. The following chart represents the mathematical understandings that will be developed in kindergarten:

<p>Counting and Cardinality</p> <ul style="list-style-type: none"> Count objects to tell how many there are by ones and by tens. Write numbers from 0 to 20. Compare two groups of objects to tell which group, if either, has more; compare two written numbers to tell which is greater. Group pennies. 	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> Understand addition as putting together and adding to. Understand subtraction as taking apart and taking from. Add and subtract very small numbers quickly and accurately (e.g., $3 + 1$).
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> Act out addition and subtraction word problems and draw diagrams to represent them. Add with a sum of 10 or less; subtract from a number 10 or less; and solve addition and subtraction word problems. Group objects by tens and ones. (1 group of 10 and 3 ones makes 13) 	<p>Measurement and Data</p> <ul style="list-style-type: none"> Describe and compare objects as longer, shorter, larger, smaller, etc. Classify objects and count the number of objects in each category. (e.g., Identify coins and sort them into groups of 5s or 10s.)
<p>Geometry</p> <ul style="list-style-type: none"> Name shapes correctly regardless of orientation or size (e.g., a square oriented as a “diamond” is still a square). 	

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

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Counting and Cardinality						
Know number names and the count sequence.						
<p>SE: Topic 11: 625–630, 631–636, 637–642, 643–648, 649–654, 655–660, 661–666; Reteaching: 669–670, Sets A–D</p> <p>TE: Topic 11: 625A–630, 631A–636, 637A–642, 643A–648, 649A–654, 655A–660, 661A–666; Reteaching: 669–670, Sets A–D</p>	<p>1. Count to 100 by ones and by tens.</p>					
<p>SE: Topic 4: 225–230, 231–236, 240; Reteaching Set: D; Topic 6: 293–298, 349; Reteaching: Set B Topic 9: 537–542, 549–554, 557–558; Reteaching Sets: B, D; Topic 11: 625–630, 631–636, 649–654, 655–660, 661–666; Reteaching: 669–670, Sets A–D</p> <p>TE: Topic 4: 225A–230, 231A–236, 240; Reteaching Set: D; Topic 6: 293A–298, 349; Reteaching Set: B; Topic 9: 537A–542, 549A–554, 557–558; Reteaching Sets: B, D; Topic 11: 625A–630, 631A–636, 649A–654, 655A–660, 661A–666; Reteaching: 669–670, Sets A–D</p>	<p>2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>					

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<p>SE: Topic 1: 19–24, 37–42, 49–54, 55–60, 75–77; Reteaching Sets: B, D, E; Topic 3: 145–150, 157–162, 169–174, 189–191; Reteaching: Sets A, C, E; Topic 9: 513–518, 519–524, 525–530, 531–536; Reteaching: 557, Set A</p> <p>TE: Topic 1: 7A–42, 49A–54, 55A–60, 75–77; Reteaching: Sets A, C, E; Topic 3: 145A–150, 157A–162, 169A–174, 189–191; Reteaching Sets: A, C, E; Topic 9: 513A–518, 519A–524, 525A–530, 531A–536; Reteaching: 557, Set A</p>	<p>3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>							
Count to tell the number of objects.								
<p>a.</p> <p>SE: Topic 1: 7–12, 25–30, 43–48, 61–66, 67–72; Reteaching: 75–78, Sets A, C, F Topic 3: 139–144, 151–156, 163–168, 181–186, Reteaching: 189–192, Sets B, D, G; Topic 9: 543–548; Reteaching: 558, Set C</p> <p>TE: Topic 1: 7A–12, 25A–30, 43A–48, 61A–66, 67A–72, Reteaching: 75–78, Sets A, C, F; Topic 3: 139A–144, 151A–156, 163A–168, 181A–186, Reteaching: 189–192, Sets B, D, G; Topic 9: 543A–548, Reteaching: 558, Set C</p>	<p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p>							

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<p>b. SE: Topic 1: 13–18, 31–36, 67–72, Reteaching: 78, Set F; Topic 3: 163–168, 181–186; Reteaching: 192, Set G; Topic 9: 543–548; Reteaching: 558, Set C</p> <p>TE: Topic 1: 13A–18, 31A–36, 67A– 72, Reteaching: 78, Set F; Topic 3: 163A–168, 181A–186, Reteaching: 192, Set G Topic 9: 543A–548; Reteaching: 558, Set C</p> <p>c. SE: Topic 1: 61–66; Topic 4: 225– 230, 231–236, Reteaching: 240, Set D; Topic 9: 537–542, 543–548; Reteaching: 557–558, Sets B, C</p> <p>TE: Topic 1: 61A–66; Topic 4:225A– 230, 231A–236; Reteaching: 240, Set D; Topic 9: 537A–542, 543A– 548, Reteaching: 557–558, Sets B,C</p>	<p>b. Understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>				

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<p>SE: Topic 1: 7–12, 13–18, 25–30, 31–36, 43–48, 67–72; Reteaching: 75–78, Sets A, C, F; Topic 3: 145–150, 157–162; Reteaching: 189–190, Sets A, C; Topic 9: 513–518, 519–524, 525–530, 531–536, 543–548, 549–554; Reteaching: 557–558, Sets A, C, D</p> <p>TE: Topic 1: 7A–12, 13A–18, 25A–30, 31A–36, 43A–48, 67A–72; Reteaching: 75–78, Sets A, C, F; Topic 3: 145A–150, 157A–162; Reteaching: 189–190, Sets A, C; Topic 9: 513A–518, 519A–524, 525A–530, 531A–536, 543A–548, 549A–554, Reteaching: 557–558, Sets A, C, D</p>	<p>5. Count to answer questions (e.g., “How many?”) about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>							
Compare numbers.								
<p>SE: Topic 2: 91–96, 97–102, 103–108, 109–114, 121–126; Reteaching: 129–130, Sets A–C; Topic 4: 201–206, 207–212, 213–218; Reteaching: 239–240, Sets A–C</p> <p>TE: Topic 2: 91A–96, 97A–102, 103A–108, 109A–114, 121A–126; Reteaching: 129–130, Sets A–C; Topic 4: 199K, 201A–206, 207A–212, 213A–218; Reteaching: 239–240, Sets A–C</p>	<p>6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).</p>							

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<p>SE: Topic 2: 109–114, 115–120, 121–126; Reteaching: 130, Sets C, D; Topic 4: 207–212, 213–218, 219–224, 225–230; Reteaching: 239–240, Sets B, C</p> <p>TE: Topic 2: 109A–114, 115A–120, 121A–126; Reteaching: 130, Sets C, D; Topic 4: 207A–212, 213A–218, 219A–224, 225A–230; Reteaching: 239–240, Sets B, C</p>	7. Compare two numbers between 1 and 10 presented as written numerals.							
Operations and Algebraic Thinking								
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.								
<p>SE: Topic 1: 9–14, 15–20, 21–26, 27–32, 33–38, 39–44, 45–50, 51–56, 57–62; Reteaching: 65–68, Sets A–H; Topic 3: 203–208, 209–214, Reteaching: 219–220, Sets F, G; Topic 4: 273–278, 279–284; Reteaching: 290, Sets F, G; Topic 5: 329–334; Topic 6: 353–358, 359–364, 365–370, 371–376, 377–382; Reteaching: 385–386, Sets A, B</p> <p>TE: Topic 1: 9A–14, 15A–20, 21A–26, 27A–32, 33A–38, 39A–44, 45A–50, 51A–56, 57A–62; Reteaching: 65–68, Sets A–H; Topic 3: 203A–208, 209A–214; Reteaching: 219–220, Sets F, G; Topic 4: 273A–278, 279A–284; Reteaching: 290, Sets F, G; Topic 5: 329A–334; Topic 6: 353A–358, 359A–364, 365A–370, 371A–376, 377A–382; Reteaching: 385–386, Sets A, B</p>	8. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations.							

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<p>SE: Topic 6: 323–326, 329–332, 341–344; Reteaching: 351–352, Sets A-F; Topic 7: 377–380, 401–404, 413–416; Reteaching: 422–424, Sets C-F; Topic 8: 477–480, Reteaching: 500, Set G</p> <p>TE: Topic 6: 323A–326, 329A–332, 341A–344; Reteaching: 351–352, Sets A-F; Topic 7: 377A–380, 401A–404, 413A–416; Reteaching: 422–424, Sets C-F; Topic 8: 477A–480; Reteaching: 500, Set G</p>	<p>9. Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.</p>							
<p>SE: Topic 3: 175–180, 181–186, Reteaching: 191–192, Sets F, G; Topic 8: 435–440, 459–464, 465–470, 471–476; Reteaching: 497–499, Sets A, E, F</p> <p>TE: Topic 3: 175A–180, 181A–186; Reteaching: 191–192, Sets F, G; Topic 8: 435A–440, 459A–464, 465A–470, 471A–476, Reteaching: 497–499, Sets A, E, F</p>	<p>10. Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p>							
<p>SE: Topic 8: 483–488, 489–494, Reteaching: 500, Set H</p> <p>TE: Topic 8: 483A–488, 489A–494; Reteaching: 500, Set H</p>	<p>11. For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings, and record the answer with a drawing or equation.</p>							

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<p>SE: Topic 6: 335–340; Reteaching: 352, Set H; Topic 7: 407–412, Reteaching: 424, Set G; Topic 8: 441–446, 447–452, 453–458; Reteaching: 497–498, Sets B–D</p> <p>TE: Topic 6: 335A–340, Reteaching: 352, Set H; Topic 7: 407A–412, Reteaching: 424, Set G; Topic 8: 441A–446, 447A–452, 453A–458; Reteaching: 497–498, Sets B–D</p>	12. Fluently add and subtract within 5.							
Number and Operations in Base Ten								
Work with numbers 11-19 to gain foundations for place value.								
<p>SE: Topic 10: 567–572, 573–578, 579–584, 585–590, 591–596, 597–602, 603–608; Reteaching: 611–614, Sets A–F</p> <p>TE: 567A–572, 573A–578, 579A–584, 585A–590, 591A–596, 597A–602, 603A–608; Reteaching: 611–614, Sets A–F</p>	13. Compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones (one ten) and one, two, three, four, five, six, seven, eight, or nine ones.							
Measurement and Data								
Describe and compare measurable attributes.								
<p>SE: Topic 14: 823–828, 829–834, Reteaching: 844, Set C</p> <p>TE: Topic 14: 823A–828, 829A–834; Reteaching: 844, Set C</p>	14. Describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object.							

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SE: Topic 14: 805–810, 811–816, 817–822, 835–840; Reteaching: 843–844, Sets A, B, D TE: Topic 14: 805A–810, 811A–816, 817A–822, 835A–840; Reteaching: 843–844, Sets A, B, D	15. Directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference.							
Classify objects and count the number of objects in each category.								
SE: Topic 12: 685 TE: Topic 12: 675D, 685, 675M, 691A, 703A	16. Classify objects into given categories, count the numbers of objects in each category, and sort the categories by count. Category counts should be limited to less than or equal to 10. (e.g., Identify coins and sort them into groups of 5s or 10s.)							
Geometry								
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).								
SE: Topic 12: 715–720, 721–726, 727–732; Reteaching: 737–738, Sets F–H TE: Topic 12: 715A–720, 721A–726, 727A–732; Reteaching: 737–738, Sets F–H	17. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.							
SE: Topic 12: 691–696, 697–702, 703–708, 709–714, 715–720; Reteaching: 735–737, Sets B–F TE: Topic 12: 691A–696, 697A–702, 703A–708, 709A–714, 715A–720; Reteaching: 735–737, Sets B–F	18. Correctly name shapes regardless of their orientations or overall size.							
SE: Topic 13: 773–778, 785–790 TE: Topic 13: 773A–778, 785A–790	19. Through the use of real-life objects, identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").							

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Analyze, compare, create and compose shapes.							
SE: Topic 12: 685-688, 691-696, 697-702, 703-708, 709-714, 715-720; Reteaching: 735-737, Sets B-F TE: Topic 12: 675D, 675M, 685-688, 691A-696, 697A-702, 703A-708, 709A-714, 715A-720; Reteaching: 735-737, Sets B-F	20. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners"), and other attributes (e.g., having sides of equal length). Instructional Note: Student focus should include real-world shapes.						
SE: Topic 13: 773-778, 785-790 TE: Topic 13: 773A-778, 785A-790	21. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.						
SE: Topic 13: 773-778, 779-784, 785-790; Reteaching: 794, Set D TE: Topic 13: 773A-778, 779A-784, 785A-790; Reteaching: 794, Set D	22. Compose simple shapes to form larger shapes (e.g., "Can these two triangles, with full sides touching, join to make a rectangle?").						