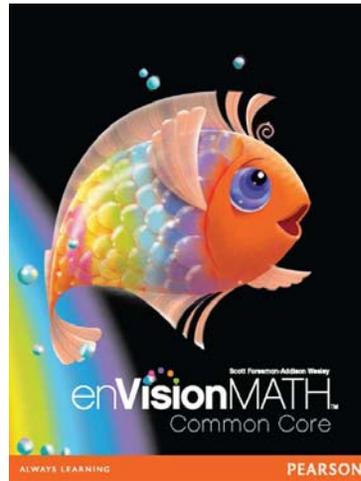


A Correlation of

en**VISION**MATH™  
Common Core ©2012



to the

**Common Core State Standards  
for Mathematics  
Kindergarten**

# A Correlation of *enVisionMATH Common Core* ©2012 to the Common Core State Standards for Mathematics

## Introduction

This document demonstrates how *enVisionMATH Common Core* ©2012 meets the Common Core State Standards for Mathematics at the Kindergarten level. Correlation page references are to the Teacher's Edition. Lessons in the Teacher's Edition include facsimile pages of the Student Edition.

*enVisionMATH Common Core* was written specifically to address the Common Core State Standards and is based on critical foundational research and proven classroom results. It is organized and color-coded by the Common Core Domains, so teaching is highly focused, manageable, and coherent. *enVisionMATH Common Core* teaches all of the standards for mathematical content within a powerful concept-development skeleton grounded on big ideas of mathematics and related essential understandings.

The straightforward 4-Part lesson structure communicates daily to teachers both the Standards for Mathematical Content and Standards for Mathematical Practice that need to be developed with students and the conceptual underpinnings that need to be understood.

*enVisionMATH Common Core* provides deep conceptual development and understanding through daily Problem-Based Interactive Learning as a core part of instruction. This daily Interactive Learning is then connected with Visual Learning.

The *enVisionMATH Common Core* Student Edition presents content in more visual ways. Page layouts are clean, open, predictable, and easy-to-use. All art is functional, promoting understanding or providing data needed for problems. Visual models are consistent and, whenever possible, the visual and physical models remain the same across lessons to make teaching and learning easier.

The *enVisionMATH Common Core* Teacher's Edition provides an instructional plan for each lesson that reflects the work that highly effective teachers do in the classroom. The Teacher's Edition is visually appealing, easily connecting information (e.g. questions) to its point of use in the text. Teaching is grounded on rich questions and classroom conversations.

Assessment in *enVisionMATH Common Core* is an integral part of instruction, not an interruption. Both skills and understanding are assessed on a daily basis. Daily formative assessment leads to data-driven differentiated instruction, as well as information for interpreting results (diagnosis) and intervention tasks.



# Kindergarten Mathematics

Instructional Material Bureau  
Summer 2012 Adoption Review Institute  
Form F: Publisher Alignment Form & Review Scoring Rubric

Publisher information and instructions:

Corporation or Publisher: Pearson Education, Inc., publishing as Scott Foresman	Submitted by (name) : Elizabeth Fan	
Division or Imprint: Phone: 847 963-0755	E-mail: Elizabeth.Fan@pearson.com	
Title of Student Edition: Scott Foresman-Addison Wesley enVisionMATH, Common Core Student Edition Grade K	ISBN: 9780328682614	Lexile Score: 410
Title of Teacher Edition: Scott Foresman-Addison Wesley enVisionMATH, New Mexico Common Core Teacher Edition and Resource Package Grade K	ISBN: 9780328729838	

Alignment contact information:

Completed by (name): Amelia Zarski	E-mail: Amelia.Zarski@Pearson.com
Phone: 847-486-2032	Date: 3/30/2012

## SECTION I (CONTENT STANDARDS) CITATION REQUIREMENTS AND SCORING

Enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph. (Example: [123-5] would refer the reviewer to Page 123, paragraph 5 to find the evidence of the indicator.)

Citations for "Content Standards, Benchmarks & Performance Standards" must refer to the Student Edition.

Citations for "Other Relevant Criteria" must refer to the Student Edition or the Teacher Edition.

Each citation must address an increasing level of cognition:

- Citation 1: Cites material that provides **an introduction** to the content at the **basic knowledge and recall** level.
- Citation 2: Cites material that builds on prior knowledge/skills at the **comprehension and application** level.
- Citation 3: Cites material that builds on prior knowledge/skills and integrates content to meet the standard at the **analysis, synthesis, or evaluation** levels.

At least two citations must be found satisfactory by the Review Team to meet the requirements of the standard. Scoring will be as follows:

- Satisfactory citations at the "Basic Knowledge" level only, or no valid citations, score **zero (0) points**.
- Satisfactory citations at both the "Basic Knowledge" and "Application" level score a total of **six (6) points**.
- Satisfactory citations at all three levels score a total of **ten (10) points**.

SEE THE BEGINNING OF SECTION II FOR REQUIREMENTS AND SCORING OF "OTHER RELEVANT CRITERIA" CITATIONS

**THE PAGES OF THIS FORM WILL BE SCANNED. PLEASE FOLLOW THESE GUIDELINES WHEN PREPARING IT FOR SUBMISSION:**

- Use only the original forms provided by the Instructional Material Bureau. Do not modify the form. Do not attempt to "recreate" the form.
- Print out the completed form on 20# white 8.5 x 11 office paper ONLY. Do not insert covers, dividers, etc.
- Do not bind the completed form. Use a single staple in the corner to secure the form.



Instructional Material Bureau  
 Summer 2011 Adoption Review Institute  
**THIS PAGE FOR REVIEW INSTITUTE STAFF**

**FACILITATOR USE ONLY**

FINAL SCORE VERIFICATION (TO BE COMPLETED BY THE FACILITATOR)		
	Verified: 90% or Higher	Facilitator Signature
	Verified: 89% or Lower	Facilitator Signature

Reviewer Name:	Reviewer Number:	Date:	Facilitator:
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**REVIEWER INSTRUCTIONS**

<p>For each citation you verify, make a note in the citation cell (Use <b>4</b> if the citation was verified or <b>8</b> if the citation did not provide evidence).</p> <p>Based on the citations you verified, enter the score in the <b>"Item Score"</b> cell at the end of the row. Every item with an item number in the <b>Item #</b> column must be scored.</p> <p>Citations that you verify at the "Basic Knowledge" level only, or no valid citations, score zero (0) points.</p> <p>Citations that you verify at both the "Basic Knowledge" and "Application" level score a total of six (6) points.</p> <p>Citations that you verify at all three levels score a total of ten (10) points.</p> <p>At the end of each page, total the scores in the <b>"Item Score"</b> column.</p> <p>Enter the total score in the <b>Page Total Score</b> box at the bottom of each page.</p> <p>At the end of the section, add up all your <u>Page Total Score</u> boxes and enter that total in the Reviewers Section I <b>Total Section Score box</b></p>								
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 10%;">POINTS</th> <th style="text-align: left;">DEFINITION</th> </tr> </thead> <tbody> <tr> <td style="padding-left: 20px;">0</td> <td>Citations did not meet the requirements of the standard for at least two levels.</td> </tr> <tr> <td style="padding-left: 20px;">6</td> <td>Citations met the requirements of the standard at two of the levels.</td> </tr> <tr> <td style="padding-left: 20px;">10</td> <td>Citations met the requirements of the standard at all three levels.</td> </tr> </tbody> </table>	POINTS	DEFINITION	0	Citations did not meet the requirements of the standard for at least two levels.	6	Citations met the requirements of the standard at two of the levels.	10	Citations met the requirements of the standard at all three levels.
POINTS	DEFINITION							
0	Citations did not meet the requirements of the standard for at least two levels.							
6	Citations met the requirements of the standard at two of the levels.							
10	Citations met the requirements of the standard at all three levels.							

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
<b>Counting and Cardinality K.CC</b>					
<b>Know number names and the count sequence.</b>					
1. Count to 100 by ones and by tens.	[113-Model]	[119-Extend]	[119-Connect]	1	
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	[82A-Independent Practice]	[101-Extend]	[124-Performance Task]	2	
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).	[7-Model]	[20-Performance Task]	[93-Connect]	3	
<b>Counting to tell the number of objects.</b>					
4. Understand the relationship between numbers and quantities; connect counting to cardinality.	[8-Guided Practice]	[64-Performance Task]	[55-Connect]	4	
4. (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.	[3-Model]	[5-Extend]	[37-Connect]	5	
4. (b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	[5-Model]	[11-Extend]	[11-Connect]	6	
4. (c) Understand that each successive number name refers to a quantity that is one larger.	[81-Model]	[86A-Independent Practice]	[86A-Additional Activity]	7	

pg. 1  
Total

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	[4-Guided Practice]	[6-Independent Practice]	[60-Independent Practice]	8	
<b>Comparing numbers</b>					
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. (Note: Include groups with up to ten objects.)	[23-Model]	[33-Extend]	[23-Connect]	9	
7. Compare two numbers between 1 and 10 presented as written numerals.	[67-Small Group Interaction]	[68-Guided Practice 2]	[71-Model]	10	
<b>Operations and Algebraic Thinking K.OA</b>					
<b>Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from.</b>					
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Note: Drawings need not show details, but should show the mathematics in the problem -- this applies wherever drawings are mentioned in the Standards.)	[129-Model]	[153-Extend]	[155-Connect]	11	

pg. 2 Total	
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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	[128-Guided Practice]	[150-Additional Activity]	[161-Connect]	12	
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).	[169-Model]	[171-Extend]	[185-Connect]	13	
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	[181-Model]	[182-Independent Practice]	[183-Connect]	14	
5. Fluently add and subtract within 5.	[135-Model]	[138-Extend]	[166-Performance Task]	15	
<b>Number and Operations in Base Ten K.NBT</b>					
<b>Working with numbers 11 – 19 to gain foundations for place value.</b>					
1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., 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 and one, two, three, four, five, six, seven, eight, or nine ones.	[193-Model]	[194-Independent Practice]	[199-Connect]	16	
<b>Measurement and Data K.MD</b>					
<b>Describe and compare measurable attributes.</b>					

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	[223-Model]	[224-Independent Practice]	[223-Connect]	17	
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	[225-Model]	[229-Extend]	[237-Connect]	18	
<b>Classify objects and count the number of objects in each category.</b>					
3. Classify objects or people into given categories; count the numbers in each category and sort the categories by count. (Note: Limit category counts to be less than or equal to 10.)	[245-Model]	[252-Extend]	[254-Additional Activity]	19	
<b>Geometry K.G</b>					
<b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>					
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>	[289-Model]	[273-Extend]	[291-Connect]	20	
2. Correctly name shapes regardless of their orientations or overall size.	[267-Guided Practice]	[269-Extend]	[280B-Assessment]	21	
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	[277-Model]	[278-Independent Practice]	[311-Connect]	22	

pg. 4  
Total

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
<b>Analyze, compare, create, and compose shapes.</b>					
4. 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).	[275-Model]	[275-Extend]	[267-Connect]	23	
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	[271-Model]	[271-Extend]	[310A-Additional Activity]	24	
6. Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	[305-Model]	[306-Independent Practice]	[305-Connect]	25	

<b>Reviewer's Section I Totals</b>	<b>Total Section Score</b>
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pg. 5 Total	
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**PUBLISHER: SECTION II CITATION REQUIREMENTS AND SCORING**

Citations for "Other Relevant Criteria" will usually refer to the Teacher Edition, but may refer to the Student Edition. Enter three (3) citations (one in each cell) for each indicator; enter the page number and the paragraph.

- Example: [123-5] would refer the reviewer to Page 123, paragraph 5 to find the evidence of the indicator.

All three citations must be found satisfactory by the Review Team to meet the requirements of the standard.

**REVIEWER: USE THE TEACHER'S EDITION AND THE STUDENT EDITION TO CONDUCT THIS PORTION OF THE REVIEW**

Every item with an item number in the **Item #** column must be scored.

- All three citations must be verified in order to receive points.

1. For each citation you verify, make a note in the citation cell (Use **4** if the citation was verified or **8** if the citation did not provide evidence).
2. Based on the citations you verified, enter the score in the **"Item Score"** cell at the end of the row.
3. At the end of each page, total the scores in the **"Item Score"** column.
4. Enter the total score in the **Page Total Score** box at the bottom of each page.
5. At the end of the section, add up all your **Page Total Score** boxes and enter that total in the Reviewers Section II **Total Section Score box**

KEY:

- 0 = Citations did not meet the requirements of the standard.
- 5 = Citations met the requirements of the standard.

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
<b>GENERAL CRITERIA</b>					
<b>A.</b> The textbook provides pictorials, graphics, and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	[20-Performance Task 2]	[22-School Fun]	[36-Visual Learning]	1	

**A Correlation of *enVisionMATH* Common Core  
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<b>SECTION II: OTHER RELEVANT CRITERIA</b>	<b>Citation 1</b>	<b>Citation 2</b>	<b>Citation 3</b>	<b>Item Number</b>	<b>Item Score</b>
<b>B.</b> The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	[125F-Music Center]	[160-Visual Learning]	[221E-Social Studies Center]	2	
<b>C.</b> The textbook provides assignments with activities requiring student responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.	[74-Visual Learning]	[116-Visual Learning]	[172-Visual Learning]	3	
<b>D.</b> The textbook presents appropriate role models within content rather than an oversimplified standardized image of a person or group; avoids stereotyping.	[70-Visual Learning]	[96-Visual Learning]	[316-Performance Task]	4	
<b>E.</b> At the beginning of each unit, chapter or lesson there is a list of content and mathematical practice standards covered within the unit, chapter and/or lesson.	[3A-Common Core]	[5A-Common Core]	[7A-Common Core]	5	
<b>F.</b> The textbook provides an introduction to the lesson including the comprehension questions (i.e. focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction.	[9-Focus]	[11-Focus]	[13-Focus]	6	
<b>G.</b> The textbook integrates appropriate mathematical vocabulary into each lesson.	[23A-Vocabulary]	[25A-Vocabulary]	[27A-Vocabulary]	7	
<b>H.</b> The textbook provides visual representations such as pictorial models, tables, graphs, manipulatives and number lines to assist students' comprehension.	[34-Visual Learning]	[83-Model]	[185-Model]	8	

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<b>SECTION II: OTHER RELEVANT CRITERIA</b>	<b>Citation 1</b>	<b>Citation 2</b>	<b>Citation 3</b>	<b>Item Number</b>	<b>Item Score</b>
<b>I.</b> The textbook provides extensive and varied opportunities to practice lesson objectives using higher order thinking skills.	[35-Extend]	[38A-Connect]	[39-Additional Activity]	9	
<b>J.</b> The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.	[39A-Daily Common Core Review]	[47A-Daily Common Core Review]	[49A-Daily Common Core Review]	10	
<b>K.</b> The textbook provides activities for students to make interdisciplinary connections to social studies, science, language arts, music, art and sports plus connections with their personal experiences.	[22-Math Project]	[66-Math Project]	[92-Math Project]	11	
<b>L.</b> The textbook provides field activities for students.	[22-School Fun]	[45F-Sand and Water Center]	[46-Counting Fun in the Sun]	12	
<b>M.</b> The textbook incorporates increasingly complex tasks within lessons requiring analysis, evaluation and synthesis.	[49-Extend]	[51-Connect]	[55-Connect]	13	
<b>N.</b> The textbook provides cognitively demanding activities that elicit critical thinking and reasoning.	[50C-Advanced]	[52C-Enrichment]	[54C-Enrichment]	14	
<b>O.</b> The textbook incorporates the use of appropriate technology and manipulatives by students.	[45F-Building Center]	[59-Model]	[65E-Math Center]	15	
<b>P.</b> The textbook provides references to support student learning such as a glossary and word lists.	[68-Animated Glossary]	[94-Animated Glossary]	[96-Animated Glossary]	16	
<b>Q.</b> The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and	[67-Problem-Based Interactive]	[71-Problem-Based Interactive]	[73-Problem-Based Interactive Learning]	17	

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<b>SECTION II: OTHER RELEVANT CRITERIA</b>	<b>Citation 1</b>	<b>Citation 2</b>	<b>Citation 3</b>	<b>Item Number</b>	<b>Item Score</b>
concepts.	Learning]	Learning]			
<b>R.</b> Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.	[67A-Objective]	[70C-Differentiated Instruction]	[71A-Objective]	18	
<b>S.</b> The Teacher's Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners.	[65C-Differentiated Instruction]	[91C-Differentiated Instruction]	[107C-Differentiated Instruction]	19	
<b>T.</b> The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction).	[65C-ELL]	[91C-ELL]	[107C-ELL]	20	
<b>U.</b> The Teacher's Edition includes content and information that support a variety of approaches to instruction, including (score each item separately):					
1. Writing activities where students explain their mathematical thinking.	[1E-Writing Center]	[21E-Writing Center]	[91F-Writing Center]	21	
2. Project-based learning assignments	[66-Math Project]	[146-Math Project]	[168-Math Project]	22	
3. Interdisciplinary instruction	[67F-Science Center]	[91E-Art Center]	[167E-Reading/Language Arts Center]	23	
4. Cooperative learning strategies	[66-More and Fewer in the Garden]	[93-Peer Questioning]	[168-Count the Animals]	24	
5. Early and effective intervention instructional strategies	[68C-Intervention]	[70-Error Intervention]	[72C-Intervention]	25	

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<b>SECTION II: OTHER RELEVANT CRITERIA</b>	<b>Citation 1</b>	<b>Citation 2</b>	<b>Citation 3</b>	<b>Item Number</b>	<b>Item Score</b>
<b>V.</b> The Teacher's Edition provides the teacher with instructional strategies for every lesson.	[93-Problem-Based Interactive Learning]	[95-Problem-Based Interactive Learning]	[97-Problem-Based Interactive Learning]	26	
<b>W.</b> The Teacher's Edition and resources provide instructional support for developing both student conceptual understanding and procedural fluency.	[99-Problem-Based Interactive Learning]	[101-Problem-Based Interactive Learning]	[109-Problem-Based Interactive Learning]	27	
<b>X.</b> The Teacher's Edition and resources provide various assessments (e.g., pre-and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) that address lesson and/or chapter objectives.	[105-Test]	[120B-Assessment]	[143-Test]	28	
<b>Y.</b> The Teacher's Edition and resources provide student assessments that are accompanied by student work exemplars and score identification of concepts and skills to support further instruction, differentiation, remediation or acceleration.	[106-Performance Assessment]	[124 Performance Assessment]	[144 Performance Assessment]	29	
<b>Z.</b> The Teacher's Edition provides opportunities for student presentations and projects using technology.	[104-Going Digital]	[142-Going Digital]	[282-Going Digital]	30	
<b>STANDARDS FOR MATHEMATICAL PRACTICE</b>					

**A Correlation of *enVisionMATH* Common Core  
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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
<b>AA. Make sense of problems and persevere in solving them:</b>					
1. The lesson activities and assessments require students to make conjectures about the form and meaning of their solution strategies and plan a solution strategy rather than jumping into solution attempts.	[120-Plan]	[140-Plan]	[162-Plan]	31	
2. The lesson activities require students to communicate their understanding of the approaches of others in solving problems and to identify correspondences between different approaches.	[109-Peer Questioning]	[115-Peer Group Questioning]	[117-Peer Questioning]	32	
<b>BB. Reason abstractly and quantitatively:</b>					
1. The lesson activities and assessments require students to make sense of quantities and their relationships in problem situations.	[26-Guided Practice]	[28A-Additional Activity]	[44-Performance Task]	33	
2. The lesson activities and assessments require students to decontextualize mathematical problem situations by abstracting the situation, representing it symbolically, and manipulating the representing symbols to solve problems.	[167G-Interactive Math Story]	[172-Guided Practice]	[184-Guided Practice]	34	
3. The lesson activities and assessments require students to pause during manipulation of numbers and symbols to contextualize mathematical	[139-Model]	[161-Model]	[185-Model]	35	

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<b>SECTION II: OTHER RELEVANT CRITERIA</b>	<b>Citation 1</b>	<b>Citation 2</b>	<b>Citation 3</b>	<b>Item Number</b>	<b>Item Score</b>
expressions and equations, create coherent representations, consider the units involved, and attend to the meaning of quantities within a context.					
<b>CC. Construct viable arguments and critique the reasoning of others:</b>					
1. The lesson activities and assessments require students to understand and use stated assumptions, definitions, and previously established results in constructing mathematical arguments.	[102A-Look Back and Check]	[229-Model]	[230C-Enrichment]	36	
2. The lesson activities and assessments require students to provide a justification for their solutions, communicate their mathematical reasoning to others and respond to arguments of others.	[102A-Additional Activity]	[230-Plan]	[254A-Additional Activity]	37	
3. The lesson activities and assessments require students to compare the effectiveness of two plausible arguments; distinguish correct logic or reasoning from that which is flawed, and if there is a flaw in an argument, explain what it is.	[15-Use Math Manipulatives]	[221B-Mathematical Practices: Reason Quantitatively]	[249-Extend]	38	
4. The lesson activities and assessments provide opportunities for students to explore examples and counter examples.	[102-Develop the Concept: Visual]	[254B-Essential Understanding]	[312-Guided Practice]	39	
<b>DD. Model with mathematics:</b>					

**A Correlation of *enVisionMATH* Common Core  
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<b>SECTION II: OTHER RELEVANT CRITERIA</b>	<b>Citation 1</b>	<b>Citation 2</b>	<b>Citation 3</b>	<b>Item Number</b>	<b>Item Score</b>
1. The lesson activities and assessments require students to apply the mathematics they know to solve problems arising in everyday life, society and the workplace.	[243E-Movement Center]	[263F-Dramatic Play Center]	[285F-Dramatic Play Center]	40	
2. The lesson activities and assessments require students to apply what they know to breakdown and simplify complicated situations.	[200-Read and Understand, Plan]	[216-Read and Understand, Plan]	[230-Read and Understand, Plan]	41	
3. The lesson activities and assessments require students to interpret their mathematical results in the context of the situation, reflect on whether the results make sense, and reflect on how well their model has supported their problem solving.	[200A-Look Back and Check]	[216A-Look Back and Check]	[230A-Look Back and Check]	42	
<b>EE. Use appropriate tools strategically:</b>					
1. The lesson activities and assessments require students to use a variety of tools and manipulatives to solve various problems.	[132-Visual Learning]	[145E-Writing Center]	[167E-Building Center]	43	
2. The lesson activities and assessments require students to make sound decisions about choosing appropriate tools.	[279-Using Manipulatives]	[280A-Independent Practice]	[280B-Assessment]	44	
3. The lesson activities and assessments require students to use estimation to detect possible errors.	[230C-Advanced]	[230C-Enrichment]	[238C-Intervention]	45	
4. The lesson activities and assessments require students to use technology to	[18-Going Digital]	[142-Going Digital]	[282-Going Digital]	46	

**A Correlation of *enVisionMATH* Common Core  
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<b>SECTION II: OTHER RELEVANT CRITERIA</b>	<b>Citation 1</b>	<b>Citation 2</b>	<b>Citation 3</b>	<b>Item Number</b>	<b>Item Score</b>
explore and deepen their understanding of concepts.					
<b>FF. Attend to precision:</b>					
1. The lesson activities and assessments require precise communication among students (e.g., using clear definitions, stating the meaning of symbols, specifying units of measure.)	[1D-Attend to Precision]	[130B-Attend to Precision]	[221D-Attend to Precision]	47	
2. The lesson activities and assessments require students to answer with a degree of precision appropriate for the problem's context.	[136A-Independent Practice]	[158A-Independent Practice]	[167D-Attend to Precision]	48	
<b>GG. Look for and make use of structure:</b>					
1. The lesson activities and assessments require students to look closely to discern a pattern or structure through opportunities provided.	[59-Model]	[124-Performance Task]	[199-Extend]	49	
<b>HH. Look for and express regularity in repeated reasoning:</b>					
1. The lesson activities and assessments require students to notice if calculations are repeated, and look both for general methods and for shortcuts.	[133-Model]	[155-Model]	[157-Model]	50	
2. The lesson activities and assessments require students to maintain oversight of the process, while attending to the details.	[140-Plan]	[162-Plan]	[186-Plan]	51	

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<b>SECTION II: OTHER RELEVANT CRITERIA</b>	<b>Citation 1</b>	<b>Citation 2</b>	<b>Citation 3</b>	<b>Item Number</b>	<b>Item Score</b>
3. The lesson activities and assessments require students to continually evaluate the reasonableness of their intermediate results.	[140A-Look Back and Check]	[162A-Look Back and Check]	[186A-Look Back and Check]	52	
<b>II.</b> The Teacher's Edition provides scaffolded curriculum maps.	[170B-Prescription for Differentiated Instruction]	[194C-Differentiated Instruction]	[250C-Differentiated Instruction]	53	
<b>TECHNOLOGY KNOWLEDGE AND SKILLS (GRADES K-2)</b>					
<b>JJ. Provides students with opportunities to:</b>					
1. Gain basic skills such as inputting information, beginning touch keyboarding, and becoming familiar with the computer	[18-Going Digital]	[88-Going Digital]	[104-Going Digital]	54	
2. Use technology to access information	[68-Animated Glossary]	[98-Animated Glossary]	[266-Animated Glossary]	55	
3. Use computers and related technology to make presentations and prepare projects	[104-Going Digital]	[142-Going Digital]	[282-Going Digital]	56	
4. Apply computer and technology skills to the curriculum area	[18-Going Digital]	[88-Going Digital]	[104-Going Digital]	57	
<b>Reviewer's Section II Total</b>					<b>Total Section Score</b>

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
Reviewer's Grand Total					Total Review Score