



Grade 4 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.	Submitted by (name) : Elizabeth Fan	
Division or Imprint: Scott Foresman-Addison Wesley Phone: 847 963-0755	E-mail: elizabeth.fan@pearson.com	
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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
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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 4 if the citation was verified or 8 if the citation did not provide evidence). Based on the citations you verified, enter the score in the “Item Score” cell at the end of the row. Every item with an item number in the Item # column must be scored.</p> <p>Citations that you verify at the “Basic Knowledge” level only, or no valid citations, score zero (0) points. Citations that you verify at both the “Basic Knowledge” and “Application” level score a total of six (6) points. 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 “Item Score” column. Enter the total score in the Page Total Score box at the bottom of each page. 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 Total Section Score box</p> <p>POINTS DEFINITION</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 10%;">0</td> <td>Citations did not meet the requirements of the standard for at least two levels.</td> </tr> <tr> <td>6</td> <td>Citations met the requirements of the standard at two of the levels.</td> </tr> <tr> <td>10</td> <td>Citations met the requirements of the standard at all three levels.</td> </tr> </table>	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.
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
Operations and Algebraic Thinking 4.OA					
A. Use the four operations with whole numbers to solve problems.					
1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	[6-Explain It]	[8-Problem Solving]	[8-Writing to Explain]	1	
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	[30B-Whole-Class Discussion]	[31-Independent Practice]	[30-Do You Understand?]	2	
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding	[246-247-Visual Learning]	[197-Independent Practice]	[197A-Writing to Explain]	3	
B. Gain familiarity with factors and multiples					
4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	[258-Guided Practice]	[260B-Extend]	[260-Do You Understand?]	4	

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Total

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
C. Generate and analyze patterns.					
5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>	[40B-Pose the Problem]	[40B-Extend]	[44-Do You Understand?]	5	
Number and Operations in Base Ten 4.NBT <i>Note: Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.</i>					
D. Generalize place value understanding for multi-digit whole numbers.					
1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i>	[68B-Model/Demonstrate]	[68B-Extend]	[69-Critique Reasoning]	6	
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	[66-Guided Practice]	[67-Problem Solving]	[70B-Connect]	7	
3. Use place value understanding to round multi-digit whole numbers to any place.	[78B-Whole-Class Discussion]	[78B-Extend]	[78B-Connect]	8	
E. Use place value understanding and properties of operations to perform multi-digit arithmetic.					
4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	[96-Another Example]	[100B-Extend]	[102B-Connect]	9	

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	[194B-Whole-Class Discussion]	[148B-Extend]	[153-Construct Arguments]	10	
6. Find whole-number quotients and remainders with up to four-digit dividends and one-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.	[236B-Model and Discuss]	[241-Problem Solving]	[238-Writing to Explain]	11	
Number and Operations – Fractions 4.NF <i>Note: Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, & 100.</i>					
F. Extend understanding of fraction equivalence and ordering.					
1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions	[264B-Whole-Class Discussion]	[268B-Extend]	[268B-Connect]	12	
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	[271-Independent Practice]	[275-Problem Solving]	[277-Independent Practice]	13	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
G. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.					
3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	[290B-Model and Demonstrate]	[290B-Extend]	[291-Reason]	14	
3. (a) Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	[292B-Instruct in Small Steps]	[292B-Extend]	[296-Do You Understand?]	15	
3. (b) Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.	[314B-Model/Demonstrate]	[315-Problem Solving]	[314-Do You Understand?]	16	
3. (c) Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction	[306B-Small-Group Support]	[306B-Extend]	[310-Do You Understand?]	17	
3. (d) Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	[298B-Model/Demonstrate]	[300-Problem Solving]	[299-Do You Understand?]	18	
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	[332B-Link to Prior Knowledge]	[333-Problem Solving]	[332-Do You Understand?]	19	
4. (a) Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i>	[330-Independent Practice]	[330B-Extend]	[331-Write a Problem]	20	

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
4 (b) Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i>	[332-Another Example]	[332B-Extend]	[333A-Writing to Explain]	21	
4. (c) Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i>	[334B-Instruct in Small Steps]	[334B-Extend]	[335-Writing to Explain]	22	
H. Understand decimal notation for fractions, and compare decimal fractions.					
5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$. (Note: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)</i>	[338-Another Example]	[336B-Extend]	[336-Do You Understand?]	23	
6. Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>	[342B-Whole-Class Discussion]	[342B-Extend]	[355A-Writing to Explain]	24	
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.	[348B-Whole-Class Discussion]	[350-Problem Solving]	[348B-Connect]	25	

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
Measurement and Data 4.MD					
I. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.					
1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>	[366B-Whole-Class Discussion]	[368-Independent Practice]	[370B-Connect]	26	
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	[390B-Use Drawings]	[390-Independent Practice]	[390-Do You Understand?]	27	
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>	[402B-Instruct in Small Steps]	[402B-Extend]	[403-Reason]	28	

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Total

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
J. Represent and interpret data.					
4. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>	[408B-Instruct in Small Steps]	[408B-Extend]	[408-Independent Practice]	29	
K. Geometric measurement: understand concepts of angle and measure angles.					
5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement::	[426-Do You Know How?]	[427-Problem Solving]	[426-Do You Understand?]	30	
5. (a) An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.	[428B-Expand Student Responses]	[426-Independent Practice]	[429-Writing to Explain]	31	
5. (b) An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	[428-Do You Know How?]	[429-Problem Solving]	[428-Do You Understand?]	32	
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	[430B-Pose the Problem]	[431-Problem Solving]	[431A-Writing to Explain]	33	
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	[432-Independent Practice]	[433-Problem Solving]	[432B-Connect]	34	

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
Geometry 4.G					
L. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.					
1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	[422-Do You Know How?]	[425-Problem Solving]	[422-Do You Understand?]	35	
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	[436-Independent Practice]	[435-Problem Solving]	[437-Writing to Explain]	36	
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	[440-Independent Practice]	[441-Problem Solving]	[440B-Connect]	37	

Reviewer's Section I Totals	Total Section Score
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REVIEWER # _____

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
GENERAL CRITERIA					
A. The textbook provides pictorials, graphics, and illustrations that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability.	[3-Photo]	[63D-Math and Literature]	[163-Photo]	1	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
B. The textbook provides a variety of cultural perspectives used within the lesson content to account for various cultural/background experiences.	[203E-Math Project]	[250E-Math Project]	[287-Photo]	2	
C. 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.	[37-Illustration]	[193-Illustration]	[214-Illustration]	3	
D. The textbook presents appropriate role models within content rather than an oversimplified standardized image of a person or group; avoids stereotyping.	[xx-Photo]	[196-Illustration]	[211B-Illustration]	4	
E. 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.	[6A-Common Core]	[10A-Common Core]	[12A-Common Core]	5	
F. 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.	[12B-Focus]	[14B-Focus]	[18B-Focus]	6	
G. The textbook integrates appropriate mathematical vocabulary into each lesson.	[24A-Vocabulary]	[40A-Vocabulary]	[66A-Vocabulary]	7	
H. The textbook provides visual representations such as pictorial models, tables, graphs, manipulatives and number lines to assist students' comprehension.	[66-Visual Learning]	[298-Visual Learning]	[330-Visual Learning]	8	
I. The textbook provides extensive and varied opportunities to practice lesson objectives using higher order thinking skills.	[68-Reason]	[81A-Writing to Explain]	[104-Write a Problem]	9	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
J. The textbook provides the student with ongoing review and practice for the purpose of retaining previously acquired knowledge.	[90A-Daily Common Core Review]	[94A-Daily Common Core Review]	[96A-Daily Common Core Review]	10	
K. 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.	[87E-Math Project]	[163E-Math Project]	[203E-Math Project]	11	
L. The textbook provides field activities for students.	[63E-Home-School Connection]	[87E-Home-School Connection]	[135E-Home-School Connection]	12	
M. The textbook incorporates increasingly complex tasks within lessons requiring analysis, evaluation and synthesis.	[92-Writing to Explain]	[98-Reason]	[100-Construct Arguments]	13	
N. The textbook provides cognitively demanding activities that elicit critical thinking and reasoning.	[103-Reason]	[104-Write a Problem]	[117-Construct Arguments]	14	
O. The textbook incorporates the use of appropriate technology and manipulatives by students.	[63B-Using Place-Value Blocks]	[229-Visual Learning]	[406B-Pose the Problem]	15	
P. The textbook provides references to support student learning such as a glossary and word lists.	[24-Animated Glossary]	[40-Animated Glossary]	[66-Animated Glossary]	16	
Q. The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts.	[120B-Problem-Based Interactive Learning]	[122B-Problem-Based Interactive Learning]	[124B-Problem-Based Interactive Learning]	17	
R. Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.	[124A-Objective]	[125B-Differentiated Instruction]	[126A-Objective]	18	
S. The Teacher's Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners.	[113C-Differentiated Instruction]	[129B-Differentiated Instruction]	[136C-Differentiated Instruction]	19	

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
T. The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction).	[2I-ELL]	[37C-ELL]	[63C-ELL]	20	
U. 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.	[141-Writing to Explain]	[145-Writing to Explain]	[152-Writing to Explain]	21	
2. Project-based learning assignments	[113E-Math Project]	[135E-Math Project]	[183E-Math Project]	22	
3. Interdisciplinary instruction	[225EMath Project]	[255E-Math Project]	[135D-Math and Literature]	23	
4. Cooperative learning strategies	[154B-Small-Group Interaction]	[166B-Small-Group Interaction]	[170B-Small-Group Interaction]	24	
5. Early and effective intervention instructional strategies	[170-Error Intervention]	[171B-Intervention]	[172-Error Intervention]	25	
V. The Teacher's Edition provides the teacher with instructional strategies for every lesson.	[174B-Problem-Based Interactive Learning]	[176B-Problem-Based Interactive Learning]	[186B-Problem-Based Interactive Learning]	26	
W. The Teacher's Edition and resources provide instructional support for developing both student conceptual understanding and procedural fluency.	[190B-Problem-Based Interactive Learning]	[195B-Problem-Based Interactive Learning]	[196B-Problem-Based Interactive Learning]	27	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
<p>X. 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.</p>	[197A-Assessment]	[200-Topic Test]	[202-Performance Assessment]	28	
<p>Y. 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.</p>	[141A-Student Samples]	[162-Scoring Rubric]	[182-Scoring Rubric]	29	
<p>Z. The Teacher's Edition provides opportunities for student presentations and projects using technology.</p>	[57-Going Digital]	[107-Going Digital]	[129-Going Digital]	30	
STANDARDS FOR MATHEMATICAL PRACTICE					
AA. Make sense of problems and persevere in solving them:					
<p>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.</p>	[105-Plan and Solve]	[155-Plan and Solve]	[177-Plan and Solve]	31	
<p>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.</p>	[40-Critique Reasoning]	[48-Reasonableness]	[142-Critique Reasoning]	32	

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
BB. Reason abstractly and quantitatively:					
1. The lesson activities and assessments require students to make sense of quantities and their relationships in problem situations.	[72-Problem Solving]	[76-Problem Solving]	[350-Problem Solving]	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.	[30-Guided Practice]	[105-Model]	[219-Independent Practice]	34	
3. The lesson activities and assessments require students to pause during manipulation of numbers and symbols to contextualize mathematical expressions and equations, create coherent representations, consider the units involved, and attend to the meaning of quantities within a context.	[196-Write a Problem]	[238-Write a Problem]	[412-Think About Structure]	35	
CC. Construct viable arguments and critique the reasoning of others:					
1. The lesson activities and assessments require students to understand and use stated assumptions, definitions, and previously established results in constructing mathematical arguments.	[29-Construct Arguments]	[153-Construct Arguments]	[231-Construct Arguments]	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.	[206-Reason]	[213-Reasonableness]	[216-Writing to Explain]	37	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
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.	[71-Critique Reasoning]	[76-Critique Reasoning]	[229-Critique Reasoning]	38	
4. The lesson activities and assessments provide opportunities for students to explore examples and counter examples.	[231-Critique Reasoning]	[207-Critique Reasoning]	[408-Critique Reasoning]	39	
DD. Model with mathematics:					
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.	[229-Problem Solving]	[389-Problem Solving]	[407-Problem Solving]	40	
2. The lesson activities and assessments require students to apply what they know to breakdown and simplify complicated situations.	[176-Independent Practice]	[246-Independent Practice]	[410-Independent Practice]	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.	[277-Try, Check, and Revise]	[55-Try, Check, and Revise]	[443-Solve]	42	
EE. Use appropriate tools strategically:					
1. The lesson activities and assessments require students to use a variety of tools and manipulatives to solve various problems.	[264B-Small-Group Interaction]	[268B-Pose the Problem]	[274B-Pose the Problem]	43	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
2. The lesson activities and assessments require students to make sound decisions about choosing appropriate tools.	[366B-Small-Group Interaction]	[378B-Whole-Class Discussion]	[406B-Instruct in Small Steps]	44	
3. The lesson activities and assessments require students to use estimation to detect possible errors.	[145-Independent Practice]	[148-Independent Practice]	[152-Independent Practice]	45	
4. The lesson activities and assessments require students to use technology to explore and deepen their understanding of concepts.	[366-Animated Glossary]	[368-Animated Glossary]	[370-Animated Glossary]	46	
FF. Attend to precision:					
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.)	[294B-Small-Group Interaction]	[296B-Small-Group Interaction]	[298B-Small-Group Interaction]	47	
2. The lesson activities and assessments require students to answer with a degree of precision appropriate for the problem's context.	[173-Problem Solving]	[175-Problem Solving]	[211-Problem Solving]	48	
GG. Look for and make use of structure:					
1. The lesson activities and assessments require students to look closely to discern a pattern or structure through opportunities provided.	[43-Problem Solving]	[45-Problem Solving]	[47-Independent Practice]	49	
HH. Look for and express regularity in repeated reasoning:					
1. The lesson activities and assessments require students to notice if calculations are repeated, and look both for general methods and for shortcuts.	[102-Independent Practice]	[195-Independent Practice]	[242-Independent Practice]	50	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
2. The lesson activities and assessments require students to maintain oversight of the process, while attending to the details.	[104-Problem Solving]	[176-Problem Solving]	[316-Problem Solving]	51	
3. The lesson activities and assessments require students to continually evaluate the reasonableness of their intermediate results.	[194-Independent Practice]	[244-Independent Practice]	[300-Check for Reasonableness]	52	
II. The Teacher's Edition provides scaffolded curriculum maps.	[287C-Differentiated Instruction]	[291B-Differentiated Instruction]	[293B-Differentiated Instruction]	53	
TECHNOLOGY KNOWLEDGE AND SKILLS (GRADES 3-5)					
JJ. Provides students with opportunities to:					
1. Practice using proper keyboarding techniques	[157-Going Digital]	[169-Going Digital]	[267-Going Digital]	54	
2. Acquire information by selecting the most appropriate search strategies	[287E-Math Project]	[327E-Math Project]	[419E-Math Project]	55	
3. Use a variety of technologies, for example: word processing, graphics, databases, spreadsheets, simulations, multimedia, and telecommunications	[279-Going Digital]	[302-Animated Glossary]	[413-Going Digital]	56	
4. Solve problems and communicate information in various formats and to a variety of audiences and evaluate their results	[310-Writing to Explain]	[333-Communicate]	[335-Writing to Explain]	57	
Reviewer's Section II Total					Total Section Score

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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

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