



Grade 5 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	
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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.



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 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

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.

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.

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 Page Total Score boxes and enter that total in the Reviewers Section | **Total Section Score box**

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
Operations and Algebraic Thinking 5.OA					
A. Write and interpret numerical expressions					
1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	[200B-Instruct in Small Steps]	[201-Problem Solving]	[201A-Writing to Explain]	1	
2. Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.	[210-Independent Practice]	[211-Problem Solving]	[210B-Connect]	2	
B. Analyze patterns and relationships					
3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	[208B-Instruct in Small Steps]	[209-Problem Solving]	[209A-Writing to Explain]	3	
Number and Operations in Base Ten 5.NBT					
C. Use equivalent fractions as a strategy to add and subtract fractions					
1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.	[6B-Instruct in Small Steps]	[6B-Extend]	[7-Critique Reasoning]	4	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of a decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	[66B-Model and Demonstrate]	[66B-Extend]	66B-Connect	5	
3. Read, write, and compare decimals to thousandths.	[18-Another Example]	[20-Independent Practice]	[19-Do You Understand?]	6	
3(a). Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	[14-Do You Know How?]	[15-Problem Solving]	[14-Do You Understand?]	7	
3(b). Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	[16B-Model/Demonstrate]	[17-Problem Solving]	[16-Do You Understand?]	8	
4. Use place value understanding to round decimals to any place.	[34-Another Example]	[35-Problem Solving]	[60-Performance Task]	9	
D. Perform operations with multi-digit whole numbers and with decimals to hundredths.					
5. Fluently multiply multi-digit whole numbers using the standard algorithm.	[75-Independent Practice]	79-Problem Solving	[80B-Connect]	10	
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	[129-Independent Practice]	[130-Problem Solving]	[133-Construct Arguments]	11	
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	[180B-Model/Demonstrate]	[181-Problem Solving]	[180-Do You Understand?]	12	

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
Number and Operations – Fractions 5.NF					
E. Use equivalent fractions as a strategy to add and subtract fractions					
1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i>	[236-Independent Practice]	[237-Problem Solving]	[237-Construct Arguments]	13	
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$</i>	[234B-Pose the Problem]	[235-Problem Solving]	[239-Construct Arguments]	14	
F. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.					
3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>	[276B-Pose the Problem]	[276B-Extend]	[277A-Writing to Explain]	15	

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	[282B-Model/Demonstrate]	[284-Problem Solving]	[285-Construct Arguments]	16	
4. (a) Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)	[278-Independent Practice]	[279-Problem Solving]	[279-Critique Reasoning]	17	
4. (b) Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	[286B-Model/Demonstrate]	[287-Problem Solving]	[287A-Writing to Explain]	18	
5. Interpret multiplication as scaling (resizing), by:	[290B-Pose the Problem]	[290B-Extend]	[290B-Connect]	19	
5. (a.) Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	[280-Independent Practice]	[281-Problem Solving]	[280-Reason]	20	
5. (b.) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	[290-Independent Practice]	[291-Problem Solving]	[290-Do You Understand?]	21	
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	[292-Independent Practice]	[293-Problem Solving]	[292-Do You Understand?]	22	

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Note: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.)	[294B-Pose the Problem]	[294B-Extend]	[296-Do You Understand?]	23	
7. (a.) Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.	[298-Whole-Class Discussion]	[298-Independent Practice]	[298-Do You Understand?]	24	
7. (b) Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.	[294-Independent Practice]	[295-Problem Solving]	[295-Communicate]	25	
7. (c) Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?	[296-Independent Practice]	[297-Problem Solving]	[297A-Writing to Explain]	26	
Measurement and Data 5.MD					
G. Convert like measurements units within a given measurement system					
1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	[333-Independent Practice]	[339-Problem Solving]	[334-Do You Understand?]	27	

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Total

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
H. Represent and interpret data.					
2. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i>	[360B-Model/Demonstrate]	[361-Problem Solving]	[360-Do You Understand?]	28	
I. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.					
3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	[310B-Model/Demonstrate]	[311-Problem Solving]	[314B-Connect]	29	
3. (a.) A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.	[314A-Math Background]	[315-Exercises 12-16]	[315-Reason]	30	
3. (b.) A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	[314B-Pose the Problem]	[314B-Extend]	[315-Construct Arguments]	31	
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	[322-Do You Know How?]	[323-Independent Practice]	[322B-Connect]	32	
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	[312B-Pose the Problem]	[313-Independent Practice]	[312-Do You Understand?]	33	
5. (a.) Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	[316B-Model/Demonstrate]	[316B-Extend]	[316-Explain It]	34	

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
5. (b.) Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	[317-Independent Practice]	[318-Problem Solving]	[317-Do You Understand?]	35	
5. (c.) Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	[320-Do You Know How?]	[321-Problem Solving]	[320-Do You Understand?]	36	
Geometry 5.G					
J. Graph points on the coordinate plane to solve real-world and mathematical problems					
1. Use a pair of perpendicular number installed axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	[393-Independent Practice]	[394-Problem Solving]	[395-Construct Arguments]	37	
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	[401-Independent Practice]	[400B-Extend]	[401-Look for Patterns]	38	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
K. Classify two-dimensional figures into categories based on their properties.					
3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	[375-Independent Practice]	[377-Problem Solving]	[375-Construct Arguments]	39	
4. Classify two-dimensional figures in a hierarchy based on properties.	[380-Independent Practice]	[381-Problem Solving]	[380B-Connect]	40	

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.	[62-Illustration]	[110-Illustration]	280-Illustration]	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.	[27D-Math and Literature]	[132-Visual Learning]	[219D-Math and Literature]	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.	[294-Visual Learning]	[329D-Math and Literature]	[95B-Illustration]	3	
D. The textbook presents appropriate role models within content rather than an oversimplified standardized image of a person or group; avoids stereotyping.	[342-Visual Learning]	[351D-Math and Literature]	[405B-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]	[8A-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]	[16B-Focus]	6	
G. The textbook integrates appropriate mathematical vocabulary into each lesson.	[30A-Vocabulary]	[34A-Vocabulary]	[64A-Vocabulary]	7	
H. The textbook provides visual representations such as pictorial models, tables, graphs, manipulatives and number lines to assist students' comprehension.	[64-Visual Learning]	[222-Visual Learning]	[358-Visual Learning]	8	
I. The textbook provides extensive and varied opportunities to practice lesson objectives using higher order thinking skills.	[67-Generalize]	[68-Construct Arguments]	[73-Look for Patterns]	9	

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REVIEWER # _____

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.	[74A-Daily Common Core Review]	[78A-Daily Common Core Review]	[80A-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.	[3-Math Project]	[27E-Math Project]	[61E-Math Project]	11	
L. The textbook provides field activities for students.	[89E-Home-School Connection]	[117E-Home-School Connection]	[167E-Home-School Connection]	12	
M. The textbook incorporates increasingly complex tasks within lessons requiring analysis, evaluation and synthesis.	[83-Construct Arguments]	[93-Communicate]	[94B-Connect]	13	
N. The textbook provides cognitively demanding activities that elicit critical thinking and reasoning.	[94-Do You Understand?]	[96-Write a Problem]	[100-Look for Patterns]	14	
O. The textbook incorporates the use of appropriate technology and manipulatives by students.	[222-Guided Practice]	[333B-Intervention]	[338B-Pose the Problem]	15	
P. The textbook provides references to support student learning such as a glossary and word lists.	[308-Animated Glossary]	[314-Animated Glossary]	[372-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.	[126A-Objective]	[127B-Differentiated Instruction]	[131B-Differentiated Instruction]	18	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
S. The Teacher's Edition provides tiered activities for differentiated instructional to meet the needs of all students including below proficiency and advanced learners.	[133B-Differentiated Instruction]	[135B-Differentiated Instruction]	[143C-Differentiated Instruction]	19	
T. The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction).	[167C-ELL]	[191C-ELL]	[219C-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.	[171A-Writing to Explain]	[173A-Writing to Explain]	[175A-Writing to Explain]	21	
2. Project-based learning assignments	[191E-Math Project]	[219E-Math Project]	[249E-Math Project]	22	
3. Interdisciplinary instruction	[273E-Math Project]	[305E-Math Project]	[329E-Math Project]	23	
4. Cooperative learning strategies	[176B-Small-Group Interaction]	[178B-Small-Group Interaction]	[180B-Small-Group Interaction]	24	
5. Early and effective intervention instructional strategies	[180-Error Intervention]	[181B-Intervention]	[183-Error Intervention]	25	
V. The Teacher's Edition provides the teacher with instructional strategies for every lesson.	[194B-Problem-Based Interactive Learning]	[196B-Problem-Based Interactive Learning]	[200B-Problem-Based Interactive Learning]	26	
W. The Teacher's Edition and resources provide instructional support for developing both	[202B-Problem-Based Interactive	[204B-Problem-Based	[208B-Problem-Based Interactive	27	

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Total

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
student conceptual understanding and procedural fluency.	Learning]	Interactive Learning]	Learning]		
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.	[209A-Assessment]	[216-Topic Test]	[218-Performance Task]	28	
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.	[218-Scoring Rubric]	[223A-Student Samples]	[248-Scoring Rubric]	29	
Z. The Teacher’s Edition provides opportunities for student presentations and projects using technology.	[11-Going Digital]	[21-Going Digital]	[43-Going Digital]	30	
STANDARDS FOR MATHEMATICAL PRACTICE					
AA. Make sense of problems and persevere in solving them:					
I. 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.	[241-Plan and Solve]	[267-Plan and Solve]	[299-Plan and Solve]	31	

SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
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.	[13-Critique Reasoning]	[79-Critique Reasoning]	[133-Critique Reasoning]	32	
BB. Reason abstractly and quantitatively:					
1. The lesson activities and assessments require students to make sense of quantities and their relationships in problem situations.	[26-Performance Task]	[38-Problem Solving]	[281-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.	[195-Problem Solving]	[211-Problem Solving]	[266-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.	[198-Problem Solving]	[205-Problem Solving]	[207-Problem Solving]	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.	[130-Construct Arguments]	[201-Construct Arguments]	[208-Construct Arguments]	36	

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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 provide a justification for their solutions, communicate their mathematical reasoning to others and respond to arguments of others.	[8-Communicate]	[132-Communicate]	[180-Communicate]	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.	[181-Critique Reasoning]	[281-Critique Reasoning]	[361-Critique Reasoning]	38	
4. The lesson activities and assessments provide opportunities for students to explore examples and counter examples.	[7-Critique Reasoning]	[133-Critique Reasoning]	[279-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.	[32-Problem Solving]	[38-Problem Solving]	[357-Problem Solving]	40	
2. The lesson activities and assessments require students to apply what they know to breakdown and simplify complicated situations.	[312-Independent Practice]	[398-Independent Practice]	[51-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.	[80-Reasonableness]	[81-Reasonableness]	[237-Reasonableness]	42	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
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.	[279-Use Tools]	[291-Use Tools]	[299-Use Tools]	43	
2. The lesson activities and assessments require students to make sound decisions about choosing appropriate tools.	[81-Use Tools]	[209-Use Tools]	[339-Use Tools]	44	
3. The lesson activities and assessments require students to use estimation to detect possible errors.	[46-Reasonableness]	[25-Be Precise]	[75-Independent Practice]	45	
4. The lesson activities and assessments require students to use technology to explore and deepen their understanding of concepts.	[354-Animated Glossary]	[356-Animated Glossary]	[376-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.)	[200-Communicate]	[210-Communicate]	[292-Communicate]	47	
2. The lesson activities and assessments require students to answer with a degree of precision appropriate for the problem's context.	[77-Be Precise]	[239-Be Precise]	[392-Be Precise]	48	
GG. Look for and make use of structure:					

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
1. The lesson activities and assessments require students to look closely to discern a pattern or structure through opportunities provided.	[66-Look for Patterns]	[210-Look for Patterns]	[313-Look for Patterns]	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.	[103-Independent Practice]	[107-Independent Practice]	[129-Independent Practice]	50	
2. The lesson activities and assessments require students to maintain oversight of the process, while attending to the details.	[44-Problem Solving]	[110-Problem Solving]	[298-Problem Solving]	51	
3. The lesson activities and assessments require students to continually evaluate the reasonableness of their intermediate results.	[287-Reasonableness]	[291-Reasonableness]	[295-Reasonableness]	52	
II. The Teacher's Edition provides scaffolded curriculum maps.	[249C-Differentiated Instruction]	[253B-Differentiated Instruction]	[255B-Differentiated Instruction]	53	
TECHNOLOGY KNOWLEDGE AND SKILLS (GRADES 3-5)					
JJ. Provides students with opportunities to:					
1. Practice using proper keyboarding techniques	[53-Going Digital]	[109-Going Digital]	[252-Animated Glossary]	54	
2. Acquire information by selecting the most appropriate search strategies	[89E-Math Project]	[117-Math Project]	[167E-Math Project]	55	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
3. Use a variety of technologies, for example: word processing, graphics, databases, spreadsheets, simulations, multimedia, and telecommunications	[14-Animated Glossary]	[99-Animated Glossary]	[153-Animated Glossary]	56	
4. Solve problems and communicate information in various formats and to a variety of audiences and evaluate their results	[253A-Writing to Explain]	[256-Construct Arguments]	[267-Communicate]	57	
Reviewer's Section II Total					Total Section Score
Reviewer's Grand Total					Total Review Score

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Grade 5 Mathematics

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