2025 Mathematics | Grade 6

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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Alignment contact information:

Completed by (name): Amelia Zarski	E-mail: amelia.zarski@pearson.com
Phone: 847 486-2032	Date: 05/21/2012

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

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:

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 I **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.

REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
Ratios and Proportional Relationships 6.RP					
A. Understand ratio concepts and use ratio reasoning to solve problems.					
1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*	[300-Independent Practice]	[300B-Extend]	[300-Reason]	1	
2. Understand the concept of a unit rate *a/b* associated with a ratio *a:b* with *b ≠ 0*, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."* (Note: Expectations for unit rates in this grade are limited to non-complex fractions.)	[300-Independent Practice]	[307-Problem Solving]	[306-Communicate]	2	
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	[314-Do You Know How?]	[314B-Extend]	[315-Writing to Explain]	3	
3. (a) Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	[330-Another Example]	[332-Problem Solving]	[331-Do You Understand?]	4	
3. (b) Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*	[309-Independent Practice]	[309-Problem Solving]	[308-Do You Understand?]	5	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
3. (c) Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	[354-Another Example]	[356-Problem Solving]	[358B-Connect]	6	
3 (d) Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	[400-Another Example]	[402-Problem Solving]	[405-Do You Understand?]	7	
The Number System 6.NS					
B. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.					
1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*	[202-Other Examples]	[203-Problem Solving]	[206B-Connect]	8	
C. Compute fluently with multi-digit numbers and find common factors and multiples.					
2. Fluently divide multi-digit numbers using the standard algorithm.	[75-Independent Practice]	[74B-Extend]	[75-Writing to Explain]	9	
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	[65-Independent Practice]	[72-Problem Solving]	[65-Look for Patterns]	10	
4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or	[127-Independent Practice]	[165-Problem Solving]	[164-Construct Arguments]	11	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, *express 36 + 8 as 4 (9 + 2).*					
D. Apply and extend previous understandings of numbers to the system of rational numbers					
5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	[222B-Pose the Problem]	[222B-Extend]	[223-Writing to Explain]	12	
6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	[246B-Whole-Class Participation]	[246B-Extend]	[246B-Connect]	13	
6. (a) Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.	[242B-Whole-Class Participation]	[245-Mixed Problem Solving]	[243-Do You Understand?]	14	
6. (b) Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	[246B-Pose the Problem]	[249-Mixed Problem Solving]	[248-Reason]	15	
6. (c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	[247-Independent Practice]	[248-Exercises 24-27]	[246-Do You Understand?]	16	
7. Understand ordering and absolute value of rational	[222-Independent	[223-Exercise 16]	[225-Writing to	17	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
numbers	Practice]		Explain]		
7. (a) Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.*	[227-Independent Practice]	[228-Problem Solving]	[226B-Connect]	18	
7. (b) Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3° C > –7° C to express the fact that –3° C is warmer than –7° C.*	[224-Independent Practice]	[225-Problem Solving]	[225-Persevere]	19	
7. (c) Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.*	[222-Do You Know How?]	[223-Exercises 19-21]	[223A-Writing to Explain]	20	
7. (d) Distinguish comparisons of absolute value from statements about order. *For example recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*	[242-Another Example]	[244-Problem Solving]	[242B-Connect]	21	
8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	[246-Another Example]]	[247-Exercises 28-31]	[252- Exercise 9]	22	
Expressions and Equations 6.EE					
E. Apply and extend previous understandings of arithmetic to algebraic expressions.					
1. Write and evaluate numerical expressions involving whole-number exponents.	[11-Independent Practice]	[12-Problem Solving]	[11-Do You Understand?]	23	
2. Write, read, and evaluate expressions in which letters stand for numbers.	[46B-Pose the Problem]	[46B-Extend]	[47A-Writing to Explain]	24	
2. (a) Write expressions that record operations with numbers and with letters standing for numbers. *For*	[32-Other Examples]	[33-Exercise 14]	[33A-Writing to Explain]	25	

	pg. 6 Total	

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
example, express the calculation "Subtract y from 5" as 5 – y.					
2. (b) Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.*	[32B-Academic Vocabulary]	[47-Exercise 25]	[47-Writing to Explain]	26	
2. (c) Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6\,s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.*	[50B-Expand Student Response]	[51-Exercise 6	[49A-Writing to Explain]	27	
3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*	[34-Independent Practice]	[35-Problem Solving]	[35-Writing to Explain]	28	
4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*	[96-Do You Know How?]	[97-Problem Solving]	[96-Do You Understand?]	29	
F. Reason about and solve one-variable equations and inequalities.					
5. Understand solving an equation or inequality as a process of answering a question: which values from	[98B-Model/ Demonstrate]	[100-Problem Solving]	[98B-Connect]	30	

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CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.					
6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	[110B-Use Drawings]	[112-Independent Practice]	[213-Writing to Explain]	31	
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.	[110-Plan and Solve]	[111-Independent Practice]	[213-Writing to Explain]	32	
8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	[387-Independent Practice]	[388-Problem Solving]	[387-Do You Understand?]	33	
G. Represent and analyze quantitative relationships between dependent and independent variables.					
9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*	[376-Independent Practice]	[377-Problem Solving]	[376-Do You Understand?]	34	
Geometry 6.G					
H. Solve real-world and mathematical					

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REVIEWER # _____

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
problems involving area, surface area, and volume.					
1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	[430-Another Example]	[433-Exercise 26]	[432-Writing to Explain]	35	
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\,w\,h$ and $V = b\,h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	[464-Independent Practice]	[465-Problem Solving]	[464-Do You Understand?]	36	
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	[250-Another Example]	[251-Reason]	[251-Reason]	37	
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	[456-Exercises 13-15]	[460-Problem Solving]	[459-Construct Arguments]	38	
Statistics and Probability 6.SP					
I.Develop understanding of statistical variability.					
1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a*	[476B-Pose the Problem]	[477-Reason]	[476-Writing to Explain]	39	

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Total

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis	Item #	Item Score
statistical question because one anticipates variability in students' ages.					
2. Understand that a set of data collected to answer a Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	[478-Independent Practice]	[479-Problem Solving]	[478-Do You Understand?]]	40	
3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	[490-Another Example]	[492-Problem Solving]	[492-Writing to Explain]	41	
J. Summarize and describe distributions.					
4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	[484-Another Example]	[486-Exercise 10]	[485-Construct Arguments]	42	
5. Summarize numerical data sets in relation to their context, such as by:	[480-Independent Practice]	[481-Problem Solving]	[480-Do You Understand?]	43	
5. (a) Reporting the number of observations.	[485-Do You Know How?]	[484B-Extend]	[487A-Writing to Explain]	44	
5. (b) Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	[476-Another Example]	[477-Exercise 13]	[477-Critique Reasoning]	45	
5. (c) Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	[482-Do You Know How?]	[483-Problem Solving]	[482-Reason]	46	
5. (d) Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	[495-Do You Know How?]	[496-Problem Solving]	[495-Do You Understand?]	47	

	Total Section Score
Reviewer's Section I Totals	

pg. 10 Total	

REVIEWER # _____

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.	[30F-Photo]	[94F-Photo]	[134-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.	[160F-Math and Literature]	[162-Visual Learning]	[284-Visual Learning]	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.	[60E-Photos]	[220F-Math and Literature]	[298E-Photo]	3	
D. The textbook presents appropriate role models within content rather than an oversimplified standardized image of a person or group; avoids stereotyping.	[30E-Photo]	[160E-Baseball Cards]	[320E-Photo]	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.	[4A-Common Core]	[8A-Common Core]	[10A-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.	[14B-Focus]	[18B-Focus]	[22B-Focus]	6	
G. The textbook integrates appropriate mathematical vocabulary into each lesson.	[32A-Vocabulary]	[34A-Vocabulary]	[36A-Vocabulary]	7	
H. The textbook provides visual representations such as pictorial models, tables, graphs, manipulatives and number lines to assist students' comprehension.	[22-Visual Learning]	[274-Visual Learning]	[478-Visual Learning]	8	
I. The textbook provides extensive and varied opportunities to practice lesson objectives using higher order thinking skills.	[40-Construct Arguments]	[41-Critique Reasoning]	[43-Construct Arguments]	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.	[46A-Daily Spiral Review]	[48A-Daily Spiral Review]	[50A-Daily Spiral 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.	[31-Math Project]	[95-Math Project]	[119-Math Project]	11	
L. The textbook provides field activities for students.	[61-Home-School Connection]	[143-Home-School Connection]	[185-Home-School Connection]	12	
M. The textbook incorporates increasingly complex tasks within lessons requiring analysis, evaluation and synthesis.	[63-Writing to Explain]	[64-Construct Arguments]	[68-Construct Arguments]	13	
N. The textbook provides cognitively demanding activities that elicit critical thinking and reasoning.	[65-Reason]	[68-Reason]	[72-Critique Reasoning]	14	
O. The textbook incorporates the use of appropriate technology and manipulatives by students.	[229-Going Digital]	[233-Going Digital]	[447-Going Digital]	15	
P. The textbook provides references to support student learning such as a glossary and word lists.	[32-Animated Glossary]	[34-Animated Glossary]	[36-Animated Glossary]	16	
Q. The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts.	[74B-Problem-Based Interactive Learning]	[76B-Problem-Based Interactive Learning]	[78B-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.	[80A-Objective]	[60C-Differentiated Instruction]	[81B-Differentiated Instruction]	18	

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REVIEWER # _____

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.	[83B-Differentiated Instruction]	[87B-Differentiated Instruction]	[95C-Differentiated Instruction]	19	
T. The Teacher's Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction).	[94C-ELL]	[118C-ELL]	[142C-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.	[97-Writing to Explain]	[101A-Writing to Explain]	[108-Writing to Explain]	21	
2. Project-based learning assignments	[161-Math Project]	[185-Math Project]	[201-Math Project]	22	
3. Interdisciplinary instruction	[221-Math Project]	[261-Math Project]	[299-Math Project]	23	
4. Cooperative learning strategies	[120B-Small-Group Interaction]	[128B-Small-Group Interaction]	[132B-Small-Group Interaction]	24	
5. Early and effective intervention instructional strategies	[132-Error Intervention]	[133B-Intervention]	[134-Error Intervention]	25	
V. The Teacher's Edition provides the teacher with instructional strategies for every lesson.	[136B-Problem-Based Interactive Learning]	[144B-Problem-Based Interactive Learning]	[146B-Problem-Based Interactive Learning]	26	
W. The Teacher's Edition and resources provide instructional support for developing both	[148B-Problem-Based Interactive	[150B-Problem-Based	[154B-Problem-Based Interactive	27	

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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.	[155A-Assessment]	[156-Topic Test]	[157B-Performance Assessment]	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.	[163A-Student Samples]	[165A-Student Samples]	[181B-Scoring Rubric]	29	
Z. The Teacher's Edition provides opportunities for student presentations and projects using technology.	[39-Going Digital]	[313-Going Digital]	[447-Going Digital]	30	
STANDARDS FOR MATHEMATICAL PRACTICE					
AA. Make sense of problems and persevere in solving them:					
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.	[179-Plan and Solve]	[195-Plan and Solve]	[215-Plan]	31	
2. The lesson activities require students to communicate their understanding of the approaches of others in solving problems	[12-Critique Reasoning]	[72-Critique Reasoning]	[165-Critique Reasoning]	32	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
and to identify correspondences between different approaches.					
BB. Reason abstractly and quantitatively:					
1. The lesson activities and assessments require students to make sense of quantities and their relationships in problem situations.	[9-Problem Solving]	[23-Problem Solving]	[304-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.	[104-Independent Practice]	[112-Independent Practice]	[213-Problem Solving]	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.	[108-Problem Solving]	[83-Problem Solving]	[356-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.	[235-Construct Arguments]	[244-Construct Arguments]	[478-Construct Arguments]	36	
2. The lesson activities and assessments require students to provide a justification for their	[10-Communicate]	[71-Communicate]	[165-Communicate]	37	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
solutions, communicate their mathematical reasoning to others and respond to arguments of others.					
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.	[244-Critique Reasoning]	[388-Writing to Explain]	[479-Critique Reasoning]	38	
4. The lesson activities and assessments provide opportunities for students to explore examples and counter examples.	[12-Critique Reasoning]	[20-Critique Reasoning]	[41-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.	[327-Problem Solving]	[336-Problem Solving]	[356-Problem Solving]	40	
2. The lesson activities and assessments require students to apply what they know to breakdown and simplify complicated situations.	[86-Independent Practice]	[195-Independent Practice]	[467-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.	[136B-Extend]	[137-Independent Practice]	[501-Independent Practice]	42	
EE. Use appropriate tools strategically:					

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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 use a variety of tools and manipulatives to solve various problems.	[336-Use Tools]	[355-Use Tools]	[387-Use Tools]	43	
2. The lesson activities and assessments require students to make sound decisions about choosing appropriate tools.	[446-Use Tools]	[457-Model]	[479-Use Tools]	44	
3. The lesson activities and assessments require students to use estimation to detect possible errors.	[75-Independent Practice]	[76-Another Example]	[79-Reasonableness]	45	
4. The lesson activities and assessments require students to use technology to explore and deepen their understanding of concepts.	[400-Animated Glossary]	[404-Animated Glossary]	[454-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.)	[431-Communicate]	[443-Communicate]	[462-Communicate]	47	
2. The lesson activities and assessments require students to answer with a degree of precision appropriate for the problem's context.	[410-Independent Practice]	[445-Be Precise]	[456-Be Precise]	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.	[49-Problem Solving]	[215-Independent Practice]	[291-Independent Practice]	49	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
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.	[162-Independent Practice]	[167-Independent Practice]	[175-Independent Practice]	50	
2. The lesson activities and assessments require students to maintain oversight of the process, while attending to the details.	[178-Visual Learning]	[444-Visual Learning]	[466-Visual Learning]	51	
3. The lesson activities and assessments require students to continually evaluate the reasonableness of their intermediate results.	[11-Reasonableness]	[283-Reasonableness]	[324-Reasonableness]	52	
II. The Teacher's Edition provides scaffolded curriculum maps.	[160C-Differentiated Instruction]	[457B-Differentiated Instruction]	[461B-Differentiated Instruction]	53	
TECHNOLOGY KNOWLEDGE AND SKILLS (GRADES 6-8)					
JJ. Provides students with opportunities to:					
1. Demonstrate keyboarding proficiency in technique and posture while building speed	[105-Going Digital]	[333-Going Digital]	[497-Going Digital]	54	
2. Refine their selection and use of appropriate search strategies	[3-Math Project]	[61-Math Project]	[143-Math Project]	55	
3. Expand their use of word processing, graphics, databases, spreadsheets, simulations, multimedia, and telecommunications	[476-Animated Glossary]	[478-Animated Glossary]	[480-Animated Glossary]	56	

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SECTION II: OTHER RELEVANT CRITERIA	Citation 1	Citation 2	Citation 3	Item Number	Item Score
4. Become fluent in using multiple software applications and applying them across the curriculum	[273-Going Digital]	[357-Going Digital]	[482-Animated Glossary]	57	
Reviewer's Section II Total					**Total Section Score**
Reviewer's Grand Total					**Total Review Score**

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