

A Correlation of

INVESTIGATIONS  ©2017
IN NUMBER, DATA, AND SPACE®



to the

**West Virginia Evaluation Criteria
Kindergarten**

**A Correlation of Investigations 3 in Number, Data, and Space ©2017
to the West Virginia Evaluation Criteria
Group VI Mathematics Kindergarten**

PUBLISHER:	Pearson Education Inc., publishing as Prentice Hall and Scott Foresman		
SUBJECT:	Mathematics	SPECIFIC GRADE:	Kindergarten
COURSE:	Group VI - Kindergarten	TITLE	Investigations 3 in Number, Data, and Space®
COPYRIGHT:	2017		
SE ISBN:	9780328974528	TE ISBN:	9780328915446

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

Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
X			<p>1. INTER-ETHNIC The instructional materials meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy (Adopted December 1970).</p>	<p>Inter-ethnic representations are evident throughout the <i>Investigations 3</i> program. Illustrations, activities, word-problems, assessments, examples, and extra materials include examples of different ethnicities and cultures. Students gain a sense that mathematics transcends differences in culture and ethnicity.</p> <p>See the following examples: Unit 1: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.6 Unit 4: 1.1, 1.2, 1.3, 1.5, 1.10, 2.1, 2.4, 2.6 Unit 7: 1.1, 1.2, 1.4, 2.2, 3.1, 3.3, 3.5 Unit 8: 1.2, 1.4, 2.7, 2.8, 2.10</p>
X			<p>2. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by WV Board of Education Policy (Adopted May 1975).</p>	<p>The <i>Investigations 3</i> program offers examples of equal opportunity throughout each unit, lesson, example, and real-world problem. Boys and girls, men and women of different backgrounds and ethnicities are represented as achieving and contributing in equal ways in the classroom and to society.</p> <p>See the following examples: Unit 1: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.6, Unit 2: 1.5, 1.6, 1.7, 2.2, 2.5, 2.6, 2.7, 2.9, Unit 3: 1.3, 1.4 Unit 5: 1.2, 1.5, 1.8, 1.9, 1.10 Unit 6: 1.1, 1.3, 1.4, 2.2, 2.3, 3.2</p>

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Equity, Accessibility and Format				
Yes	No	N/A	CRITERIA	NOTES
X			3. FORMAT This resource is available as an option for adoption in an interactive electronic format.	In addition to the physical textbook version, <i>Investigations 3</i> is also available for grades K-5 at PearsonRealize.com. Throughout the program, students are engaged in the main math concepts of each lesson which include viewing and making digital presentations, engaging videos, digital tools, interactive games, and online assessments.
X			4. BIAS The instructional material is free of political bias.	The instructional material consists of an integration of mathematical content and practices, including contextual and cross-curricular applications that is free from political bias. Students are given opportunities to explore and express their own feelings and perspectives, but there is no political commentary or philosophical bias embedded in the program content or presentation.

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GENERAL EVALUATION CRITERIA

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

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCTS	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
	<i>In addition to alignment of Content Standards, materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:</i>							
Use Problem Solving Skills								
<i>For student mastery of content standards, the instructional materials will include multiple strategies that provide students with opportunities to:</i>								
<p><i>Investigations 3</i> guides students in making sense of new mathematical content. “Classroom Routines and Math Workshops” provide opportunities for students to interact with the concepts and discover the best path to solving problems.</p> <p>See the following examples:</p> <p>Unit 1: 1.1, 1.2, 1.5, 2.1, 2.3, 3.1, 3.2, 3.4 Unit 7: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.4, 3.8</p>	<p>1. Make sense of problems and persevere in solving them;</p>							

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<p>Mathematical precision is used in solving problems, labeling representations, and using proper vocabulary when communicating ideas. In <i>Investigations 3</i> students are required to use precise calculations as well as precise language when describing their processes.</p> <p>See the following examples:</p> <p>Unit 3: 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.5, 2.6, 2.7 Unit 4: 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 2.1, 2.4, 3.2, 3.3, 3.5, 3.6</p>	<p>2. attend to precision;</p>							
<p>Each session includes hands-on activities that are both student and teacher directed. Students build upon their prior knowledge as they add new concepts to more complicated problem situations.</p> <p>See the following examples:</p> <p>Unit 4: 1.1, 1.4, 1.8, 2.5, 2.7 Unit 6: 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 2.7, 2.8, 3.3, 3.4 Unit 8: 2.1, 2.3, 2.5, 2.7, 2.8, 2.10, 3.2, 3.3, 3.4</p>	<p>3. deepen understanding through meaningful and challenging teacher and/or student directed inquiry-based learning that builds number sense using prior knowledge and promotes interdisciplinary connections;</p>							

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<p>Each session in <i>Investigations 3</i> includes real-world problems where students learn to contextualize the quantities in the problems and relate those quantities to the sought solution. Students learn to interpret symbols as having meaning and effect upon the numbers in the problem. Teacher materials guide educators in asking questions and deepening students' process of reasoning.</p> <p>See the following examples: Unit 4: 1.2, 1.3, 1.5, 1.6, 2.2, 2.3, 3.3, 3.4, 3.5, 3.6 Unit 7: 1.1, 1.2, 1.4, 2.2, 3.3, 3.4, 3.5, 3.7, 3.8</p>	4. reason abstractly and quantitatively;					
<p><i>Investigations 3</i> cultivates students' ability to explain their own reasoning and discuss that of others. Students are encouraged to communicate their mathematical process and solutions both in written and verbal form. As students work through each grade of this curriculum, they mature in their ability to construct viable arguments.</p> <p>See the following examples: Unit 5: 1.2, 1.3, 1.4, 1.6, 1.7, 1.9, 1.10 Unit 6: 1.1, 1.4, 1.5, 1.6, 2.2, 2.6, 3.2, 3.5, 3.6</p>	5. construct viable arguments and critique the reasoning of others					

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<p><i>Investigations 3</i> helps students to reach outside of themselves as well as outside of the classroom to apply mathematics to real-world contexts. Each lesson gives students the opportunity to use both digital resources and real-world examples to solidify the concept.</p> <p>See the following examples: Unit 1: 1.1, 1.5, 2.3, 2.4, 3.3, 3.6 Unit 3: 1.1, 1.3, 1.5, 2.1, 2.3, 2.4, 2.5 Unit 6: 1.1, 1.6, 2.3, 2.5, 2.7, 3.3, 3.4 Unit 8: 1.2, 1.3, 1.4, 2.7, 2.8, 3.2, 3.3</p>	6. make informed choices by interacting with outside resources through opportunities for local and global collaboration in a variety of safe venues							
<p>Each session in <i>Investigations 3</i> includes opportunities for students to learn from mathematical models as well as create their own mathematical models. Students relate geometric shapes to real-world objects, create tables and graphs, and draw pictures to represent mathematical problems. As students apply these models to their knowledge of the math concepts, they solidify their understanding.</p> <p>See the following examples: Unit 2: 1.1, 1.3, 1.4, 1.9, 2.1, 2.6, 2.11, 2.12 Unit 5: 1.1, 1.2, 1.7, 1.9, 1.10</p>	7. model with mathematics;							

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<p>Students use a variety of tools to support their work in understanding each mathematical concept. <i>Investigations 3</i> helps students to select and utilize the appropriate tools to effectively solve each problem.</p> <p>See the following examples: Unit 1: 1.1, 1.4, 1.5, 2.1, 2.4 Unit 6: 1.1, 1.2, 1.3, 1.6, 2.3, 2.4, 2.6, 2.7, 2.8, 3.1, 3.3, 3.5, 3.6</p>	<p>8. use appropriate tools strategically;</p>						
<p><i>Investigations 3</i> provides a variety of digital resources to help students engage in each session's topic. Throughout the program, students utilize technology concepts which include viewing and making digital presentations, engaging videos, digital tools, interactive games, and online assessments.</p> <p>See the following examples: Unit 1: 1.1, 1.3, 1.5, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4 Unit 5: 1.1, 1.3, 1.4, 1.6, 1.7, 1.8 Unit 8: 1.2, 1.4, 1.5, 1.7, 2.2, 2.4, 2.8, 2.10, 3.3, 3.4</p>	<p>9. use appropriate technology tools for a variety of purposes</p>						

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<p><i>Investigations 3</i> guides students in recognizing the structure of the mathematical concepts in each session. Students learn to use structures such as place value, properties of operations, and attributes of shapes to gain a comprehensive understanding.</p> <p>See the following examples: Unit 3: 1.2, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7 Unit 8: 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3.1, 3.4, 3.5</p>	10. look for and make use of structure							
<p>Throughout each unit and session, students engage in routines and games that, over time, allow the students to notice regularities in related problems. Students are encouraged to verbalize and discuss these findings and utilize their new discoveries with similar mathematical problems.</p> <p>See the following examples: Unit 2: 1.1, 1.3, 1.6, 2.1, 2.11, 2.12 Unit 8: 2.1, 2.3, 2.5, 2.9, 2.10, 3.4, 3.5</p>	11. look for and express regularity in repeated reasoning.							

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Personal and Workplace Productivity Skills					
<i>For student mastery of content standards, the instructional materials will include multiple strategies that provide students with opportunities to:</i>					
<p>Students engage with each other as teachers lead them through discussions, activities, games, and projects. Students have opportunities to work with both partners and groups to find solutions to problems.</p> <p>See the following examples: Unit 1: 1.2, 1.5, 2.3, 2.4, 3.2, 3.3, 3.5 Unit 3: 1.1, 1.3, 1.4, 1.5, 2.1, 2.4, 2.5 Unit 4: 1.1, 1.2, 1.4, 1.7, 2.7, 3.3, 3.4 Unit 7: 2.1, 2.3, 3.1, 3.3, 3.5, 3.6, 3.7</p>	<p>12. work collaboratively;</p>				
<p><i>Investigations 3</i> helps students to build time-management skills as they complete activities and projects (both individual and with partners) in the time allotted. Students also experience time-management throughout the session as each lesson progresses from “Classroom Routine” to the “Activity” to the “Math Workshop” to “Review and Practice.”</p> <p>See the following examples: Unit 3: 1.1, 1.3, 1.4, 1.5, 2.1, 2.3, 2.5 Unit 6: 1.3, 1.6, 2.1, 2.3, 2.7, 3.3, 3.4 Unit 8: 1.2, 1.4, 1.5, 2.4, 2.8, 3.2, 3.3</p>	<p>13. practice time-management and project management skills in problem-based learning situations.</p>				

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Developmentally Appropriate Instructional Resources and Strategies					
<i>For student mastery of content standards, the instructional materials:</i>					
<p><i>Investigations 3</i> devotes the majority of instruction to the critical areas in each grade. Critical concepts are taught, then integrated into later units and lessons. Kindergarten curriculum is focused on the critical areas of representing and comparing whole numbers, and describing shapes and space.</p> <p>See the following examples: Unit 2: 1.5, 1.6, 1.8, 1.10, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11 Unit 3: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5 Unit 4: 1.4, 1.6, 1.7, 1.9, 1.10, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3, 3.5 Unit 5: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 Unit 6: 1.1, 1.2, 1.3, 1.5, 1.6, 2.2, 2.5, 2.7, 2.8, 3.1, 3.3, 3.5, 3.6</p>	<p>14. are designed to devote the large majority of time to the critical areas of the grade as noted in the narrative written above the grade level standards;</p>				

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<p>Each mathematical concept is used throughout the units in each grade in order to create tangible connections between activities and real-world application. Students engage with the concepts through games, activities, problems, discussion, and technology.</p> <p>See the following examples: Unit 3: 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5 Unit 5: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 Unit 7: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.7 Unit 8: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9, 2.10</p>	<p>15. include suggestions for appropriate scaffolding and provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations, and make cross-curricular, global connections;</p>							
<p><i>Investigations 3</i> provides students with hands-on, engaging activities. Students are able to experience the concepts as they are learning. Students connect visually to printed pictures, graphs, charts, videos, etc. They also learn kinesthetically as they use manipulatives such as connecting cubes, attribute blocks, drawing utensils, and measuring devices.</p> <p>See the following examples: Unit 2: 1.2, 1.3, 1.4, 1.7, 1.8, 1.10, 2.4, 2.5, 2.7, 2.8, 2.10 Unit 4: 1.1, 1.2, 1.3, 1.5, 1.8, 1.9, 2.4, 2.5, 2.6, 3.3, 3.4 Unit 7: 1.1, 1.2, 1.3, 1.4, 2.3, 3.1, 3.2, 3.3, 3.7</p>	<p>16. provide students with opportunities to use print, graphs, visual displays, developmentally appropriate manipulatives, media and technology sources to acquire and apply new information;</p>							

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<p>Students are encouraged to use precise vocabulary when engaging in activities, discussions, and problem-solving experiences. Each session has a list of vocabulary words included and students use these words throughout the session as well as in future mathematical activities.</p> <p>See the following examples: Unit 2: 1.1, 1.2, 1.5, 1.7, 1.9, 2.1, 2.4, 2.9, 2.10 Unit 5: 1.1, 1.3, 1.4, 1.6, 1.7, 1.10 Unit 6: 1.1, 1.3, 1.4, 2.1, 2.3, 2.4</p>	<p>17. include best practices that emphasize the importance of authentic vocabulary acquisition using multiple methods and modes that motivate and increase vocabulary skills;</p>							
<p><i>Investigations 3</i> is uniquely designed for students of all learning types and levels. Teacher’s materials include a number of sections in each session titled “Differentiation.” These sections offer support for a range of learners. Interventions for students who need extra help as well as extension opportunities for students who need further challenge are all included in each session.</p> <p>See the following examples: Unit 4: 1.1, 1.2, 1.3, 1.4, 1.7, 1.10, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4 Unit 5: 1.4, 1.5, 1.6 Unit 8: 1.2, 1.5, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3</p>	<p>18. support personalized learning through intervention and enrichment activities;</p>							

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<p>Teachers and students have an array of interactive digital resources available to them through the Investigations 3 program. www.pearsonrealize.com is full of activities, games, practice problems, assessments, and other enhancements that aid teachers in creating a learning experience for students.</p>	<p>19. provide a dynamic, interactive website for students to access electronic resources (i.e., podcasts, videos, skill-based games, etc.). The media included in the instructional materials must enhance and support instruction and learning;</p>							
<p>The teacher's edition of each unit includes, at the end of the book, a section labeled, "Professional Development." With this resource, teachers have the opportunity to enhance their own skills in teaching each concept. Teachers also have access to a multitude of resources through www.pearsonrealize.com.</p>	<p>20. include a professional resource that builds content and pedagogical knowledge for the teacher.</p>							

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Assessment					
<p>All assessments in the <i>Investigations 3</i> program are available in print and digital format. Teachers are guided in assessing students through observing their work, observing their ability to communicate the concept accurately, and achieving pre-set benchmarks which have been assigned to each unit. Specific activities throughout the units are marked as “Portfolio Opportunities” which are collected from each student so that the teacher can have an accurate sample of student work to assess. Students are assessed throughout each unit and at the end of each investigation.</p> <p>See the following examples: Unit 2: 1.3, 1.9, 2.6, 2.9, 2.11, 2.12 Unit 3: 1.1, 1.4, 2.4, 2.5, 2.6, 2.7 Unit 6: 1.4, 2.1, 2.6, 2.7, 2.8, 3.1, 3.4, 3.5, 3.6 Unit 8: 1.2, 1.3, 1.6, 1.7, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5</p>	<p>21. Instructional materials provide tools for a balanced approach to assessment including diagnostic, formative and summative assessments in multiple formats (i.e., rubrics, performance tasks, open-ended questions, portfolio evaluation, and multimedia simulations).</p>				

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Organization, Presentation and Format					
<p>Each Grade is organized into Units, Investigations, and Sessions. Sessions include numerous interactive activities, games, and other hands-on experiences. The teacher's edition includes multiple suggestions for teaching each concept in a way that is motivational and engaging.</p> <p>See the following examples: Unit 2: 1.5, 1.6, 1.8, 1.10, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11 Unit 3: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5 Unit 4: 1.4, 1.6, 1.7, 1.9, 1.10, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3, 3.5 Unit 5: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10</p>	<p>22. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases numeracy as students engage in high interest, authentic activities.</p>				
<p>The student e-text is available at www.pearsonrealize.com. In addition to the student edition text, they can access videos, teacher presentations, assessments, games, math tools, and other online resources.</p>	<p>23. Instructional materials include an electronic file of the student edition provided on an electronic data storage device (e.g., CD, DVD, USB drive, etc.) and through a link on the publisher's server, both of which are accessible by an internet-enabled device that can open standard file formats.</p>				

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<p>Each new unit includes a “Family Letter” that is sent home to engage parents in the new topics and concepts. Parents are encouraged to have conversations with their students and involve themselves in the homework process. Receiving support from home as well as in the classroom is crucial to the mathematical success of each student.</p> <p>See the following examples: Unit 1: 1.2 Unit 3: 1.2 Unit 5: 1.1 Unit 8: 1.1</p>	<p>24. The materials engage parents in appropriate ways. For example, homework assignments in elementary grades consists of routine problems, practice with getting answers and fluency-building exercises that parents can easily support.</p>							

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SPECIFIC EVALUATION CRITERIA

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All West Virginia teachers are responsible for classroom instruction that integrates content standards and mathematical habits of mind. Students in kindergarten will focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. Mathematical habits of mind, which should be integrated in these content areas, include: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others; modeling with mathematics; using appropriate tools strategically; attending to precision, looking for and making use of structure; and looking for and expressing regularity in repeated reasoning. The skill progressions begin in kindergarten as foundational understanding of numeracy. The following chart represents the mathematical understandings that will be developed in kindergarten:

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

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

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Counting and Cardinality					
Know number names and the count sequence.					
Unit 1: Investigation 1, 2.1, 2.5, 3.2, 3.3 Unit 2: Investigation 1, 2.4, 2.8 Unit 4: 1.5, 1.7, 2.3, 2.4, 3.2, 3.3 Unit 5: 1.7, 1.10 Unit 6: Investigation 1, 2.1 Unit 7: 3.5, 3.7	1. Count to 100 by ones and by tens.				
Unit 4: 2.3, 3.2, 3.3 Unit 6: 1.2, 1.3, 1.4, 1.5, 1.6, 3.2, 3.3, 3.4, 3.5, 3.6 Unit 7: CR 1.1, CR 2.3, CR 3.1, Unit 8: 2.6, 2.7, 2.8, 2.10 SAB 109	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).				
Unit 1: 3.2, 3.6 Unit 2: Investigation 1 Unit 4: 1.2, 1.4, 2.2, 2.4, Investigation 3 Unit 5: 1.2, 1.7 Unit 6: Investigation 1, 2.1, 2.7, 3.2, 3.4 Unit 7: 2.1, 3.2, 3.4, 3.6, 3.8 Unit 8: 1.1, 1.7, 2.2, 2.9, Investigation 3 SAB 30, 31, 36, 72	3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).				

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<p>b.</p> <p>Unit 1: Investigation 1, Investigation 2, Investigation 3 Unit 2: Investigation 1, Investigation 2 Unit 3: Investigation 1, Investigation 2 Unit 4: Investigation 1, Investigation 2, Investigation 3 Unit 5: Investigation 1 Unit 6: Investigation 1, Investigation 2, Investigation 3 Unit 7: 1.2, 1.3, Investigation 2, Investigation 3 Unit 8: Investigation 1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, Investigation 3</p> <p>c.</p> <p>Unit 1: 1.1, 1.2, 1.3 1.5, 2.1, 2.5 Unit 2: 1.1 Unit 4: 1.3, 1.6, 1.7, 1.8, 1.10, 2.3, 2.4, 2.5, 2.6, 2.7, Investigation 3 Unit 6: 1.3, 1.4, 1.5, 1.6 Unit 7: Investigation 3</p>	<p>b. Understand that the last number name said tells the number of objects counted and the number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>							
<p>Unit 1: Investigation 1, Investigation 2, Investigation 3 Unit 2: Investigation 1, 2.3, 2.7 Unit 3: 1.4, 1.5, 2.5, 2.6 Unit 4: Investigation 1, 2.2, 2.3, Investigation 3 Unit 5: Investigation 1 Unit 6: Investigation 1, Investigation 2, Investigation 3 Unit 7: Investigation 2, Investigation 3 Unit 8: Investigation 2, Investigation 3 SAB 9, 30, 36, 72</p>	<p>5. Count to answer questions (e.g., “How many?”) about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>							

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Compare numbers.								
Representative examples: Unit 1: 2.1, 2.2, Investigation 3 Unit 2: 1.3, 1.5, 1.7, Investigation 2 Unit 3: 2.5, 2.6 Unit 4: 1.2, 1.4, Investigation 2 Unit 5: 1.2, 1.10 Unit 6: 1.2, 2.3, 3.5 Unit 7: Investigation 2, 3.5, 3.6 Unit 8: Investigation 2, 3.3, 3.5 SAB 45, 141	6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).							
Unit 2: 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12 Unit 3: CR 1.4 Unit 6: 1.1, 1.2, 1.3 SAB 43, 81, 86, 120	7. Compare two numbers between 1 and 10 presented as written numerals.							
Operations and Algebraic Thinking								
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.								
Representative examples: Unit 4: 1.6, 1.8, 1.10, Investigation 2, 3.2, 3.3, 3.4, 3.5 Unit 6: 1.3, 1.4, 1.5, 1.6, Investigation 2, Investigation 3 Unit 7: 1.2, 1.3 Unit 8: Investigation 1, 2.6, 2.8, 2.10 SAB 81, 82, 86, 120	8. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations.							
Representative examples: Unit 4: 1.6, 1.7, 1.8, 1.9, 1.10, 2.2, 2.3, 2.4, 2.5, 2.6 Unit 6: 1.3, 1.4, 1.5, 1.6, Investigation 2, Investigation 3 Unit 8: Investigation 1, 2.2, 2.3, 2.5 SAB 151, 152, 153, 163, 168	9. Solve addition and subtraction word problems and add and subtract within 10 by using objects or drawings to represent the problem.							

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Unit 4: 2.1, 2.2, 2.3, 2.4, 2.5, Investigation 3 Unit 6: Investigation 3 Unit 8: 2.1, 2.2 SAB 123, 125, 126, 127	10. Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).							
Unit 8: 2.1, 2.2, 2.3, 2.4 SAB 157	11. For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings, and record the answer with a drawing or equation.							
Unit 4: 2.3, 2.4, 2.5, 2.6, 2.7, 3.5 Unit 6: 2.1, 2.2, 2.5, 2.6, 2.7, 2.8, 3.1 Unit 8: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 SAB 112, 151, 163	12. Fluently add and subtract within 5.							
Number and Operations in Base Ten								
Work with numbers 11-19 to gain foundations for place value.								
Unit 5: CR 1.4 Unit 6: CR 1.4, CR 2.4, 3.5 Unit 7: CR 1.3, CR 3.1 Unit 8: 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 SAB 161, 164, 169	13. Compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones (one ten) and one, two, three, four, five, six, seven, eight, or nine ones.							
Measurement and Data								
Describe and compare measurable attributes.								
Unit 2: 2.1, 2.2, 2.3, 2.4 Unit 4: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Unit 6: 1.1, 1.2, 1.3 Unit 8: 3.1, 3.2, 3.3 SAB 67, 69, 71, 73, 166, 167	14. Describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object.							

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Unit 2: 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12 Unit 4: 1.4 Unit 6: 1.1, 1.2, 1.3 Unit 8: 3.1, 3.2, 3.3, 3.4, 3.5 SAB 39, 41, 105, 165	15. Directly compare two objects with a measurable attribute in common, to see which object has "more of" or "less of" the attribute, and describe the difference.							
Classify objects and count the number of objects in each category.								
Representative examples: Unit 1: 2.4, 2.5, 3.1, 3.3, 3.4, 3.5, 3.6 Unit 2: 2.1, 2.2, 2.3, 2.4 Unit 5: 1.1, 1.2, 1.3 Unit 7: Investigation 1, Investigation 2, 3.2, 3.3, 3.4, 3.5, 3.6 SAB 134, 145, 154	16. Classify objects into given categories, count the numbers of objects in each category, and sort the categories by count. Category counts should be limited to less than or equal to 10. (e.g., Identify coins and sort them into groups of 5s or 10s.)							
Geometry								
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).								
Unit 1: 1.1, 1.2, 1.3, 1.4, 1.5, Investigation 2, 3.2, 3.3, 3.4, 3.5, 3.6 Unit 3: 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7 Unit 5: Investigation 1 SAB 49, 56-57, 91-92, 95-96	17. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.							
Unit 3: Investigation 1, Investigation 2 Unit 5: Investigation 1 Unit 7: 1.1, 1.2, 1.3, 3.2 SAB 51, 59, 139	18. Correctly name shapes regardless of their orientations or overall size.							
Unit 3: 1.1, 1.4, 1.5, 2.1, 2.2, 2.4, 2.6, 2.7 Unit 5: Investigation 1	19. Through the use of real-life objects, identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").							

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	I	A	M	N	I	N
Analyze, compare, create and compose shapes.						
Unit 1: Investigation 1, Investigation 2, Investigation 3 Unit 3: Investigation 1, Investigation 2 Unit 5: Investigation 1 Unit 7: 1.1, 1.2, 1.3, 3.2 SAB 55, 133						
Unit 3: Investigation 1, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7 Unit 5: 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10						
Unit 1: Investigation 1, Investigation 2, 3.2 Unit 3: 1.4, 1.5, Investigation 2 Unit 5: 1.6, 1.7, 1.8, 1.9, 1.10 SAB 50						