# **2017 Mathematics Textbooks and Instructional Materials Committee Consensus Form**

## **Correlation to the 2016 Mathematics Standards of Learning and Curriculum Framework – Grade 3**

**Text/Instructional Material Title: enVision Math 2.0 Virginia Grade 3**

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The tables included in this document represent the consensus ratings of 2017 Mathematics Textbook committee members.

**KEY:**

* **X** - rating applicable
* **\*** - rating not applicable

### **Section I. Correlation with the Mathematics 2016 SOL and Curriculum Framework**

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| **Mathematics Standard of Learning** | **Adequate Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| **3.1** | **X** | **\*** | **\*** |
| **3.2** | **X** | **\*** | **\*** |
| **3.3** | **X** | **\*** | **\*** |
| **3.4** | **X** | **\*** | **\*** |
| **3.5** | **X** | **\*** | **\*** |
| **3.6** | **X** | **\*** | **\*** |
| **3.7** | **X** | **\*** | **\*** |
| **3.8** | **X** | **\*** | **\*** |
| **3.9** | **X** | **\*** | **\*** |
| **3.10** | **X** | **\*** | **\*** |
| **3.11** | **X** | **\*** | **\*** |
| **3.12** | **X** | **\*** | **\*** |
| **3.13** | **X** | **\*** | **\*** |
| **3.14** | **X** | **\*** | **\*** |
| **3.15** | **X** | **\*** | **\*** |
| **3.16** | **X** | **\*** | **\*** |
| **3.17** | **X** | **\*** | **\*** |

### **Section II. Additional Criteria: Instructional Planning and Support**

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| **Criteria** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| **1.** Materials emphasize the use of effective instructional practices and learning theory. | **n/a** | **n/a** | **n/a** |
| * 1. Students are guided through critical thinking and problem-solving approaches. | **X** | **\*** | **\*** |
| * 1. Concepts are introduced through concrete experiences that use manipulatives and other technologies. | **X** | **\*** | **\*** |
| * 1. Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, hand held devices, computers, and other technologies. | **\*** | **X** | **\*** |
| * 1. Students use the language of mathematics including specialized vocabulary and symbols. | **X** | **\*** | **\*** |
| * 1. Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts. | **X** | **\*** | **\*** |
| 1. The mathematics content is significant and accurate. | **n/a** | **n/a** | **n/a** |
| * 1. Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics. | **X** | **\*** | **\*** |
| * 1. Materials are organized appropriately within and among units of study. | **X** | **\*** | **\*** |
| * 1. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. | **X** | **\*** | **\*** |
| * 1. Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate. | **X** | **\*** | **\*** |
| * 1. Level of abstraction is appropriate, and practical examples, including careers, are provided. | **X** | **\*** | **\*** |
| * 1. Sufficient applications are provided to promote depth of application. | **\*** | **X** | **\*** |
| 1. Materials present content in an accurate, unbiased manner. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.1 The student will | **n/a** | **n/a** | **n/a** |
| a ) read, write, and identify the place and value of each digit in a six-digit whole number, with and without models; | X | **\*** | **\*** |
| b) round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and | X | **\*** | **\*** |
| c) compare and order whole numbers, each 9,999 or less. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.2 The student will | **n/a** | **n/a** | **n/a** |
| 1. name and write fractions and mixed numbers represented by a model; | **X** | **\*** | **\*** |
| b) represent fractions and mixed numbers with models and symbols; and | **X** | **\*** | **\*** |
| c) compare fractions having like and unlike denominators, using words and symbols (>, <, =, or ≠), with models. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.3 The student will | **n/a** | **n/a** | **n/a** |
| 1. estimate and determine the sum or difference of two whole numbers; and | X | **\*** | **\*** |
| 1. create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.4 The student will | **n/a** | **n/a** | **n/a** |
| a) represent multiplication and division through 10 × 10, using a variety of approaches and models; | X | **\*** | **\*** |
| b) create and solve single-step practical problems that involve multiplication and division through 10 x 10; | X | **\*** | **\*** |
| 1. demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10; and | X | **\*** | **\*** |
| 1. solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.5 The student will solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.6 The student will | **n/a** | **n/a** | **n/a** |
| a) determine the value of a collection of bills and coins whose total value is $5.00 or less; | X | **\*** | **\*** |
| b) compare the value of two sets of coins or two sets of coins and bills; and | \* | **X** | **\*** |
| c) make change from $5.00 or less. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.7 The student will estimate and use U.S. Customary and metric units to measure | **n/a** | **n/a** | **n/a** |
| 1. length to the nearest inch, inch, foot, yard, centimeter, and meter; and | **X** | **\*** | **\*** |
| 1. liquid volume in cups, pints, quarts, gallons, and liters. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.8 The student will estimate | **n/a** | **n/a** | **n/a** |
| 1. measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units; and | X | **\*** | **\*** |
| 1. count the number of square units needed to cover a given surface in order to determine its area. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.9 The student will | **n/a** | **n/a** | **n/a** |
| a) tell time to the nearest minute, using analog and digital clocks; | **X** | **\*** | **\*** |
| b) solve practical problems related to elapsed time in one-hour increments within a 12-hour period; and | **X** | **\*** | **\*** |
| c) identify equivalent periods of time and solve practical problems related to equivalent periods of time. | **\*** | **X** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.10 The student will read temperature to the nearest degree. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.11 The student will identify and draw representations of points, lines, line segments, rays, and angles. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.12 The student will | **n/a** | **n/a** | **n/a** |
| a) define polygon; | **X** | **\*** | **\*** |
| b) identify and name polygons with 10 or fewer sides; and | **X** | **\*** | **\*** |
| c) combine and subdivide polygons with three or four sides and name the resulting polygon(s). | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.13 The student will identify and describe congruent and noncongruent figures. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.14 The student will investigate and describe the concept of probability as a measurement of chance and list possible outcomes for a single event. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.15 The student will | **n/a** | **n/a** | **n/a** |
| a) collect, organize, and represent data in pictographs or bar graphs; and | **X** | **\*** | **\*** |
| b) read and interpret data represented in pictographs and bar graphs. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.16 The student will identify, describe, create, and extend patterns found in objects, pictures, numbers and tables. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 3.17 The student will create equations to represent equivalent mathematical relationships. | **X** | **\*** | **\*** |