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| **Section I. Correlation with the Mathematics 2016 SOL and Curriculum Framework** | Rating | | |
| **Adequate** | **Limited** | **No Evidence** |
| **6.1** | **X** | **\*** | **\*** |
| **6.2** | **X** | **\*** | **\*** |
| **6.3** | **X** | **\*** | **\*** |
| **6.4** | **\*** | **X** | **\*** |
| **6.5** | **X** | **\*** | **\*** |
| **6.6** | **X** | **\*** | **\*** |
| **6.7** | **X** | **\*** | **\*** |
| **6.8** | **X** | **\*** | **\*** |
| **6.9** | **\*** | **X** | **\*** |
| **6.10** | **X** | **\*** | **\*** |
| **6.11** | **X** | **\*** | **\*** |
| **6.12** | **X** | **\*** | **\*** |
| **6.13** | **X** | **\*** | **\*** |
| **6.14** | **X** | **\*** | **\*** |

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

**Correlation to the 2016 Mathematics Standards of Learning and Curriculum Framework – Grade 6**

**Text/Instructional Material Title: *envision Math* 2.0 Virginia - Grade 6**

**Publisher: Pearson Education Inc., publishing as Scott Foresman \_\_\_Copyright Date: 2019**

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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| **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** | **\*** | **\*** |

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

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 6.1 The student will represent relationships between quantities using ratios,  and will use appropriate notations, such as *, a* to *b*, and *a*:*b*. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 6.2 The student will | **n/a** | **n/a** | **n/a** |
| a) represent and determine equivalencies among fractions, mixed numbers, decimals, and percents; and | X | **\*** | **\*** |
| b) compare and order positive rational numbers. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 6.3 The student will | **n/a** | **n/a** | **n/a** |
| a) identify and represent integers; | X | **\*** | **\*** |
| b) compare and order integers; and | X | **\*** | **\*** |
| c) compare and order positive rational numbers. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 6.4 The student will recognize and represent patterns with whole number exponents and perfect squares. | \* | **X** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | | **Limited**  **Rating** | | **No Evidence**  **Rating** | |
| 6.5 The student will | **n/a** | | **n/a** | | **n/a** | |
| a) multiply and divide fractions and mixed numbers; | | X | | **\*** | | **\*** | |
| b) solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions and mixed numbers; and | | **X** | | **\*** | | **\*** | |
| 1. solve multistep practical problems involving addition, subtraction, multiplication, and division of decimals. | | **X** | | **\*** | | **\*** | |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 6.6 The student will | **n/a** | **n/a** | **n/a** |
| 1. add, subtract, multiply, and divide integers; | X | **\*** | **\*** |
| 1. solve practical problems involving operations with integers; and | X | **\*** | **\*** |
| 1. simplify numerical expressions involving integers. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 6.7 The student will | **n/a** | **n/a** | **n/a** |
| a) derive π (pi); | X | **\*** | **\*** |
| b) solve problems, including practical problems, involving circumference and area of a circle; and | X | **\*** | **\*** |
| c) solve problems, including practical problems, involving area and perimeter of triangles and rectangles. | \* | **X** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 6.8 The student will | **n/a** | **n/a** | **n/a** |
| a) identify the components of the coordinate plane; and | X | **\*** | **\*** |
| b) identify the coordinates of a point and graph ordered pairs in a coordinate plane. | X | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 6.9 The student will determine congruence of segments, angles, and  polygons. | **\*** | **X** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 6.10 The student, given a practical situation, will | **n/a** | **n/a** | **n/a** |
| a) represent data in a circle graph; | **X** | **\*** | **\*** |
| b) make observations and inferences about data represented in a circle graph; and | **X** | **\*** | **\*** |
| c) compare circle graphs with the same data represented in bar graphs, pictographs, and line plots. | **\*** | **X** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 6.11 The student will | **n/a** | **n/a** | **n/a** |
| 1. represent the mean of a data set graphically as the balance point; and | **X** | **\*** | **\*** |
| 1. determine the effect on measures of center when a single value of a data set is added, removed, or changed. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 6.12 The student will | **n/a** | **n/a** | **n/a** |
| 1. represent a proportional relationship between two quantities, including those arising from practical situations; | **X** | **\*** | **\*** |
| 1. determine the unit rate of a proportional relationship and use it to find a missing value in a ratio table; | **X** | **\*** | **\*** |
| 1. determine whether a proportional relationship exists between two quantities; and | **X** | **\*** | **\*** |
| 1. make connections between and among representations of a proportional relationship between two quantities using verbal descriptions, ratio tables, and graphs. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 6.13 The student will solve one-step linear equations in one variable, including practical problems that require the solution of a one-step linear equation in one variable. | **X** | **\*** | **\*** |

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| **Mathematics Standard of Learning** | **Adequate**  **Rating** | **Limited**  **Rating** | **No Evidence**  **Rating** |
| 6.14 The student will | **n/a** | **n/a** | **n/a** |
| 1. represent a practical situation with a linear inequality in one variable; and | **X** | **\*** | **\*** |
| 1. solve one-step linear inequalities in one variable, involving addition or subtraction, and graph the solution on a number line. | **X** | **\*** | **\*** |

Virginia Department of Education 2017