2010 Mathematics Textbooks and Instructional Materials Committee Member
Correlation to the 2009 Mathematics Standards of Learning and Curriculum Framework – Grade 6

Text/Instructional Material Title: ___Virginia Everyday Mathematics, Grade 6

Publisher: __ School Education Group, a division of The McGraw-Hill Companies, Inc.**_____**

Section I. Correlation with the Mathematics 2009 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**		
6.15	**X**		
6.16	**X**		
6.17	**X**		
6.18	**X**		
6.19	**X**		
6.20	**X**		

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

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Mathematics Standard of Learning	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.1 The student will describe and compare data, using ratios, and will use appropriate notations, such as $\frac{a}{b}$, a to b, and a:b.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.2 The student will			
a) investigate and describe fractions, decimals, and percents as ratios;	**X**		
b) identify a given fraction, decimal, or percent from a representation;	**X**		
c) demonstrate equivalent relationships among fractions, decimals, and percents; and	**X**		
d) compare and order fractions, decimals, and percents.		X	
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.3 The student will			
a) identify and represent integers;	**X**		
b) order and compare integers; and	**X**		
c) identify and describe absolute value of integers.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.4 The student will demonstrate multiple representations of multiplication and division of fractions.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.5 The student will investigate and describe concepts of positive exponents and perfect squares.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.6 The student will			
a) multiply and divide fractions and mixed numbers; and	**X**		
b) Estimate solutions and then solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.7 The student will solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of decimals.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.8 The student will evaluate whole number numerical expressions, using the order of operations.	**X**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard		**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
		Adequate	**Limited**	**No Evidence**
6.9	The student will make ballpark comparisons between measurements in the U.S. Customary System of measurement and measurements in the metric system.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.				

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.10 The student will			
a) define π (pi) as the ratio of the circumference of a circle to its diameter;	X		
b) solve practical problems involving circumference and area of a circle, given the diameter or radius;	X		
c) solve practical problems involving area and perimeter; and	X		
d) describe and determine the volume and surface area of a rectangular prism.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.11 The student will			
a) identify the coordinates of a point in a coordinate plane; and	X		
b) graph ordered pairs in a coordinate plane.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.12 The student will determine congruence of segments, angles, and polygons.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.13 The student will describe and identify properties of quadrilaterals.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.14 The student, given a problem situation, will			
a) construct circle graphs;	X		
b) draw conclusions and make predictions, using circle graphs; and	X		
c) compare and contrast graphs that present information from the same data set.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.15 The student will			
a) describe mean as balance point; and	X		
b) decide which measure of center is appropriate for a given purpose.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.16 The student will			
a) compare and contrast dependent and independent events; and	X		
b) determine probabilities for dependent and independent events.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.17 The student will identify and extend geometric and arithmetic sequences.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.18 The student will solve one-step linear equations in one variable involving whole number coefficients and positive rational solutions.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
6.19 The student will investigate and recognize			
a) the identity properties for addition and multiplication;	X		
b) the multiplicative property of zero; and	X		
c) the inverse property for multiplication.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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	Adequate	**Limited**	**No Evidence**
6.20 The student will graph inequalities on a number line.	X		
Comments: Provide comments to support "limited" or "no evidence" ratings.			