TEXTBOOK REVIEW FORM

MATHEMATICS

GRADE 6

Textbook/Series: _____

Edition _____   **Copyright** _____   **Publisher** _____

Reviewed by: _____

This form was based in part on:

Instructional Materials Analysis and Selection

Phase 3: Assessing Content Alignment to the Common Core Standards for Mathematics

A project of

The Charles A. Dana Center

At the University of Texas at Austin

STANDARDS FOR MATHEMATICAL PRACTICE – MATHEMATICS – GRADE K-12 – OVERALL

Textbook/Series: _____

Edition _____   Copyright _____   Publisher _____

OVERALL RATING:	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	**Comments:**
1. Make sense of problems and preserve in solving them. **Summary/Justification/Evidence:** ☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	2. Reason abstractly and quantitatively. **Summary/Justification/Evidence** ☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	
3. Construct viable arguments and critique the reasoning of others. **Summary/Justification/Evidence:** ☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	4. Model with mathematics. **Summary/Justification/Evidence:** ☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	
5. Use appropriate tools strategically. **Summary/Justification/Evidence:** ☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	6. Attend to precision. **Summary/Justification/Evidence:** ☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	
7. Look for and make use of structure. **Summary/Justification/Evidence:** ☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	8. Look for and express regularity in repeated reasoning. **Summary/Justification/Evidence:** ☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	

Weak: This is the lowest rating a book can receive. In general, a book that was rated as "weak" scored mostly 1s and 2s on a 4-point scale.

Moderate: This is the middle rating a book can receive. In general, a book that was rated as "moderate" scored mostly 2s and 3s on a 4-point scale.

Strong: This is the highest rating a book can receive. In general, a book that was rated as "strong" scored mostly 3s and 4s on a 4-point scale.

TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

**1.   Make sense of problems and persevere in solving them.**

These students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. These students consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to obtain the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solve complex problems and identify correspondences between different approaches.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

$$\longleftarrow \quad | \qquad | \qquad | \qquad | \quad \longrightarrow$$

1   2   3   4
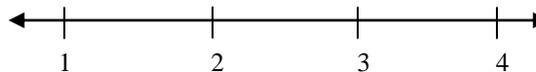
TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

| |
|---|
| **2.   Reason abstractly and quantitatively.** |

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships. One is the ability to *decontextualize*, to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents. The second is the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4
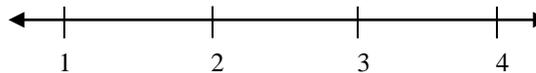
TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

**3.   Construct viable arguments and critique the reasoning of others.**

These students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. These students justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able 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. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until the middle or upper grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

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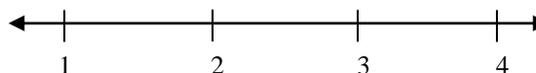
TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

4. Model with mathematics.

These students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, students might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, students might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas and can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4

**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

**5.   Use appropriate tools strategically.**

Mathematically proficient students consider available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a Web site, and use these to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4
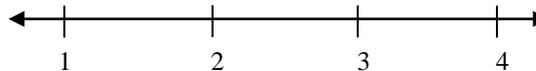
TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

| 6.   Attend to precision. |
|---|

These students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. Mathematically proficient students are careful about specifying units of measure and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, and express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

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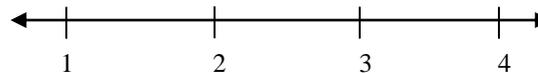
**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

7. **Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. These students also can pause and reflect for an overview and shift perspective. They can observe the complexities of mathematics, such as some algebraic expressions as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4
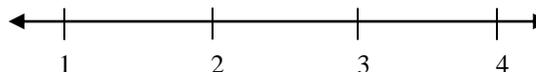
TEXTBOOK REVIEW FORM – MATHEMATICS – STANDARDS FOR MATHEMATICAL PRACTICE – GRADES K-12

**Documenting Alignment to the
Standards for Mathematical Practice**

Mathematically proficient students:

8. Look for and express regularity in repeated reasoning.

They notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As students work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details and continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), sections, and/or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

1   2   3   4
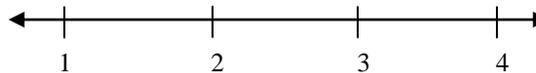
TEXTBOOK REVIEW FORM – MATHEMATICS – OVERALL
COLLEGE- AND CAREER-READY STANDARDS & OTHER CRITERIA – GRADE K

Textbook/Series: _____

Edition _____   Copyright _____   Publisher _____

OVERALL RATING:	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	Important Mathematical Ideas: **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)
Skills and Procedures: **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	Mathematical Relationships: **Summary/Justification/Evidence**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)
Content: **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	Instruction: **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)
Assessment: **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)	Technology: **Summary/Justification/Evidence:**	☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)

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Strong: This is the highest rating a book can receive. In general, a book that was rated as "strong" scored mostly 3s and 4s on a 4-point scale.
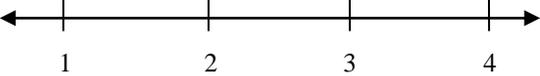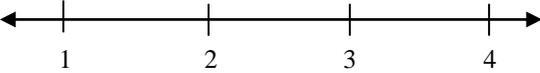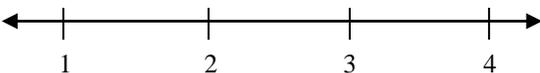
Students will:

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
1. Understand the concept of a ratio, and use ratio language to describe a ratio relationship between two quantities. [6-RP1] Examples: "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."	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

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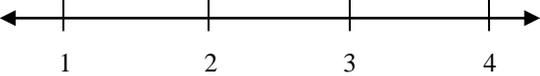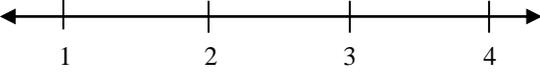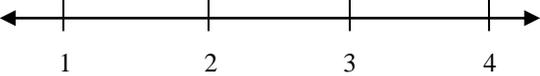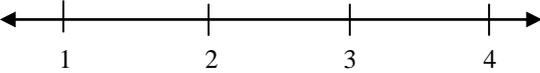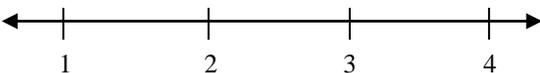## COLLEGE- AND CAREER-READY STANDARDS – GRADE 6

Students will:

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
2. Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio a:b with $b \neq 0$, and use rate language in the context of a ratio relationship. [6-RP2] Examples: "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger." (Expectations for unit rates in this grade are limited to non-complex fractions.)	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
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. [6-RP3]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 6
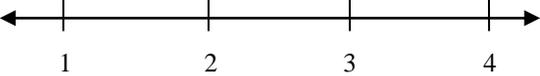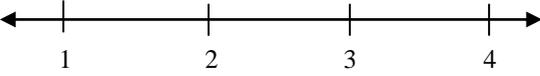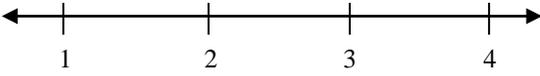
Students will:

Ratios and Proportional Relationships

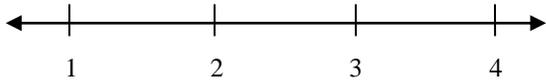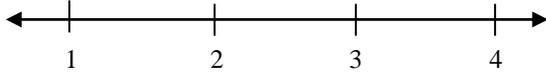| Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. [6-RP3a]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
b. Solve unit rate problems including those involving unit pricing and constant speed. [6-RP3b] 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?	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 6
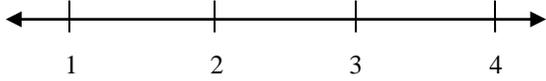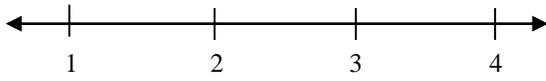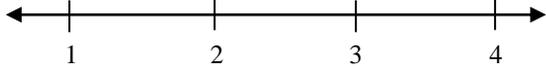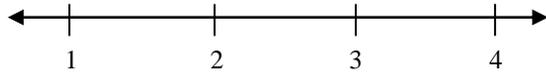
Students will:

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $\frac{30}{100}$ times the quantity); solve problems involving finding the whole, given a part and the percent. [6-RP3c]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. [6-RP3d]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 6

Students will:

The Number System

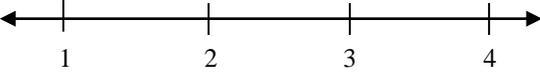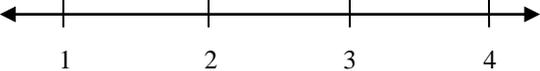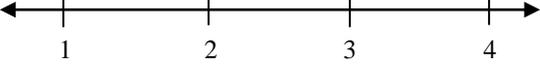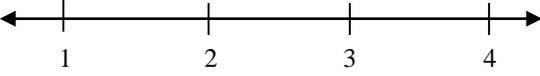| Apply and extend previous understandings of multiplication and division to divide by fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
4. Interpret and compute quotients of fractions, and solve word problems involving division of fractions, e.g., by using visual fraction models and equations to represent the problem. [6-NS1] Examples: Create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$, and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$.) How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{3}{4}$-cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi? **Indicate the chapter(s), sections, and/or page(s) reviewed.**	**Important Mathematical Ideas** 1 —— 2 —— 3 —— 4 **Skills and Procedures** 1 —— 2 —— 3 —— 4 **Mathematical Relationships** 1 —— 2 —— 3 —— 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 —— 2 —— 3 —— 4

Students will:

The Number System

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5. Fluently divide multi-digit numbers using the standard algorithm. [6-NS2]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
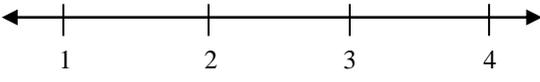## COLLEGE- AND CAREER-READY STANDARDS – GRADE 6

Students will:

The Number System

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. [6-NS3]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

The Number System

Compute fluently with multi-digit numbers and find common factors and multiples.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7. 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 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. [6-NS4] Example: Express 36 + 8 as 4(9 + 2).	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
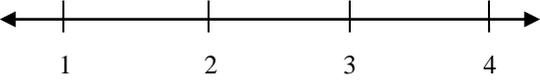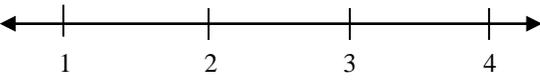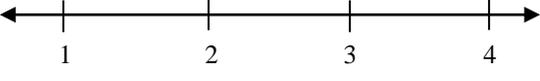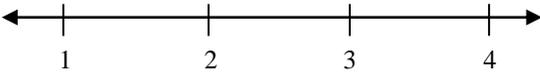## COLLEGE- AND CAREER-READY STANDARDS – GRADE 6

Students will:

The Number System

Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
8. 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. [6-NS5]	Important Mathematical Ideas $\quad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4 Skills and Procedures $\quad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4 Mathematical Relationships $\quad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating $\quad$ 1 $\quad$ 2 $\quad$ 3 $\quad$ 4

TEXTBOOK REVIEW FORM - MATHEMATICS
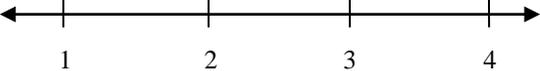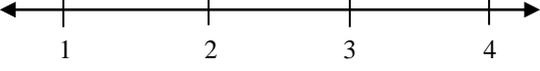## COLLEGE- AND CAREER-READY STANDARDS – GRADE 6

Students will:

The Number System

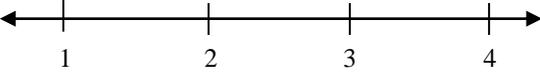| Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
9. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. [6-NS6]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

The Number System

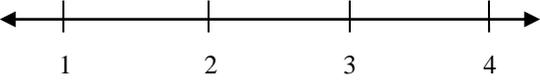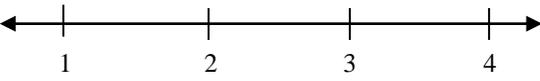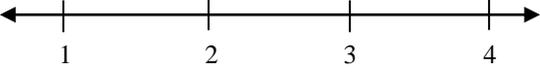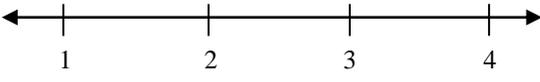| Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; 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. [6-NS6a]	Important Mathematical Ideas $\xleftarrow{\quad\mid\quad\mid\quad\mid\quad\mid\quad}$ 1 2 3 4
	Skills and Procedures $\xleftarrow{\quad\mid\quad\mid\quad\mid\quad\mid\quad}$ 1 2 3 4
	Mathematical Relationships $\xleftarrow{\quad\mid\quad\mid\quad\mid\quad\mid\quad}$ 1 2 3 4
	Summary/Justification/Evidence
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating $\xleftarrow{\quad\mid\quad\mid\quad\mid\quad\mid\quad}$ 1 2 3 4

Students will:

The Number System

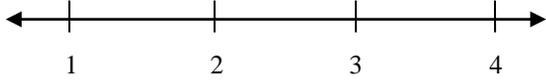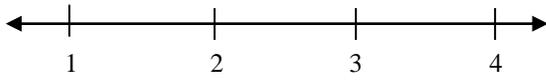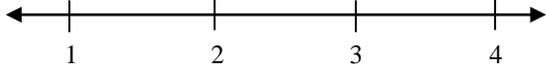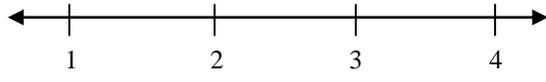| Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate 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. [6-NS6b]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

The Number System

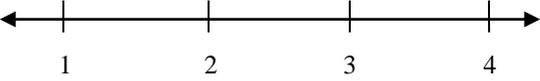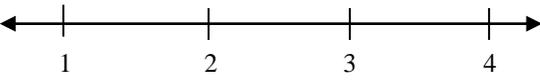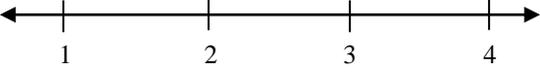| Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. [6-NS6c]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

The Number System

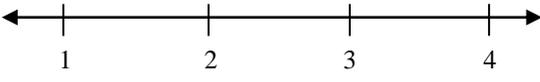| Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
10. Understand ordering and absolute value of rational numbers. [6-NS7]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

The Number System

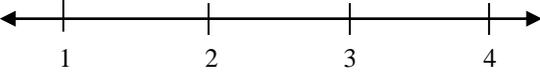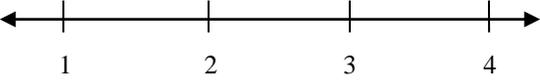| Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. [6-NS7a] 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.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

The Number System

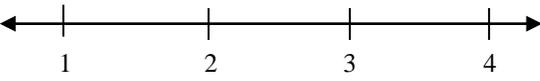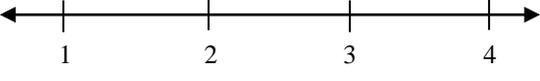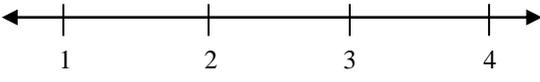| Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. [6-NS7b] Example: Write –3°C > –7°C to express the fact that –3°C is warmer than –7°C.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

The Number System

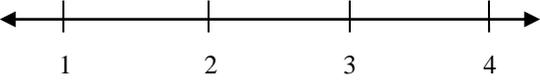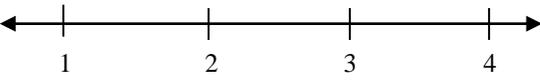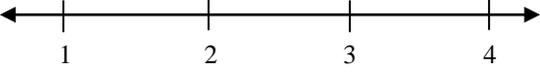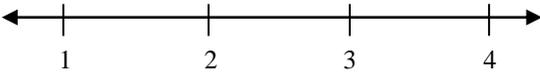| Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. [6-NS7c] Example: For an account balance of –30 dollars, write $\lvert-30\rvert = 30$ to describe the size of the debt in dollars.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

The Number System

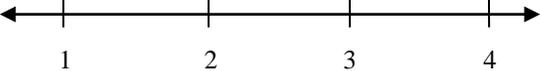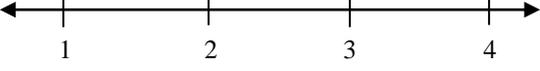| Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
d. Distinguish comparisons of absolute value from statements about order. [6-NS7d] Example: Recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.	Important Mathematical Ideas 1　　2　　3　　4 Skills and Procedures 1　　2　　3　　4 Mathematical Relationships 1　　2　　3　　4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1　　2　　3　　4

Students will:

The Number System

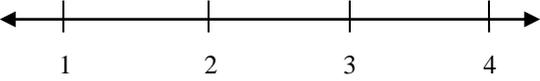| Apply and extend previous understandings of numbers to the system of rational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
11. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. [6-NS8]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Students will:

Expressions and Equations

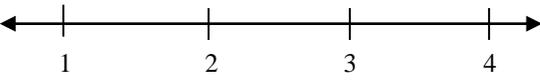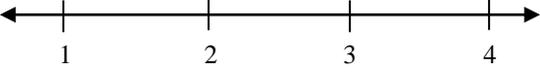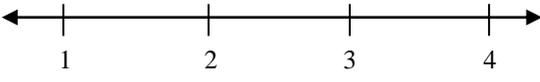| **Apply and extend previous understandings of arithmetic to algebraic expressions.**	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
12. Write and evaluate numerical expressions involving whole-number exponents. [6-EE1]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Expressions and Equations

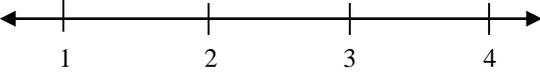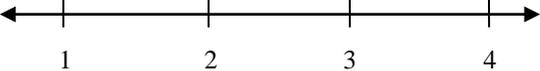| Apply and extend previous understandings of arithmetic to algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
13. Write, read, and evaluate expressions in which letters stand for numbers. [6-EE2]	Important Mathematical Ideas 1　　2　　3　　4 Skills and Procedures 1　　2　　3　　4 Mathematical Relationships 1　　2　　3　　4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1　　2　　3　　4

Students will:

Expressions and Equations

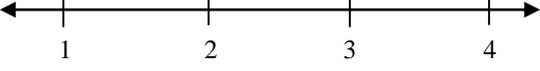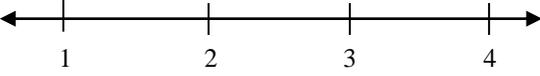| Apply and extend previous understandings of arithmetic to algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
a. Write expressions that record operations with numbers and with letters standing for numbers. [6-EE2a] Example: Express the calculation, "Subtract y from 5," as 5 – y.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Expressions and Equations

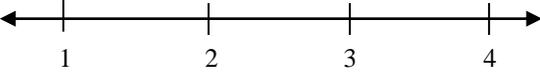| Apply and extend previous understandings of arithmetic to algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. [6-EE2b] 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.	Important Mathematical Ideas $\longleftrightarrow$ 1 2 3 4 Skills and Procedures $\longleftrightarrow$ 1 2 3 4 Mathematical Relationships $\longleftrightarrow$ 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating $\longleftrightarrow$ 1 2 3 4

Students will:

Expressions and Equations

Apply and extend previous understandings of arithmetic to algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
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). [6-EE2c] Example: Use the formulas $V = s3$ and $A = 6s2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
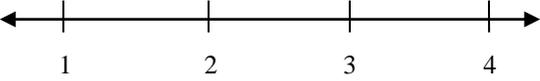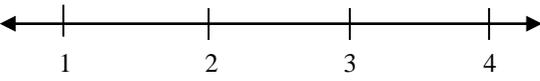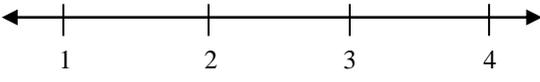## COLLEGE- AND CAREER-READY STANDARDS – GRADE 6

Students will:

Expressions and Equations

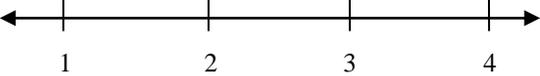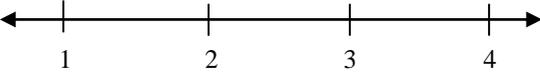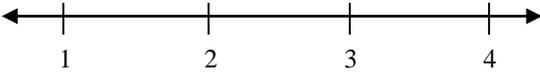| Apply and extend previous understandings of arithmetic to algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
14. Apply the properties of operations to generate equivalent expressions. [6-EE3] Example: Apply the distributive 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 $3y$.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

Expressions and Equations

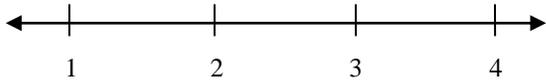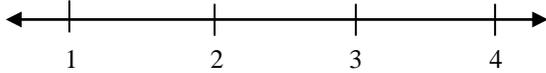| Apply and extend previous understandings of arithmetic to algebraic expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
15. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). [6-EE4] Example: The expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y represents.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

Expressions and Equations

Reason about and solve one-variable equations and inequalities.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
16. Understand solving an equation or inequality as a process of answering a question: which values from 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-EE5]	**Important Mathematical Ideas** 1 2 3 4 **Skills and Procedures** 1 2 3 4 **Mathematical Relationships** 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Expressions and Equations

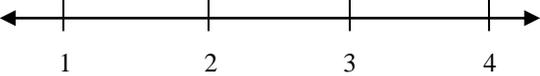| Reason about and solve one-variable equations and inequalities.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
17. Use variables to represent numbers, and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number or, depending on the purpose at hand, any number in a specified set. [6-EE6]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Expressions and Equations

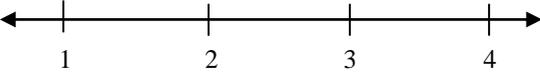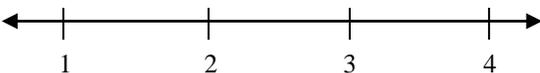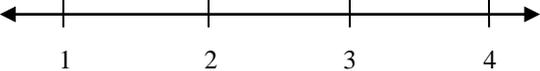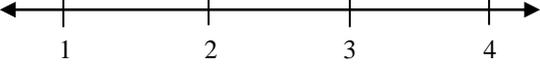| Reason about and solve one-variable equations and inequalities.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
18. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all nonnegative rational numbers. [6-EE7]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Expressions and Equations

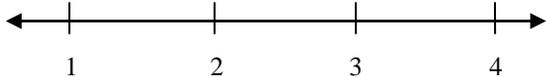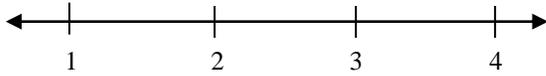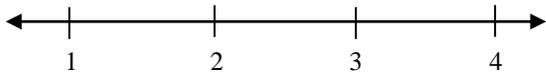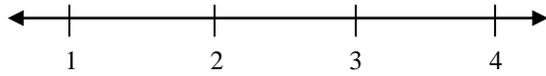| Reason about and solve one-variable equations and inequalities.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
19. Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams. [6-EE8]	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary/Justification/Evidence
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Expressions and Equations

Represent and analyze quantitative relationships between dependent and independent variables.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
20. 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. [6-EE9] 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.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 6

Students will:

Geometry

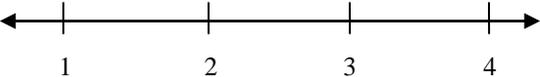| Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
21. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. [6-G1]	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary/Justification/Evidence
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

Geometry

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
22. 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 $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. [6-G2]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

Geometry

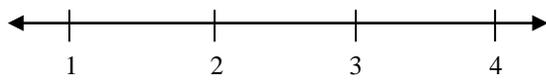| Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
23. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the 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. [6-G3]	Important Mathematical Ideas `1  2  3  4` Skills and Procedures `1  2  3  4` Mathematical Relationships `1  2  3  4` **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating `1  2  3  4`

Students will:

Geometry

Solve real-world and mathematical problems involving area, surface area, and volume.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
24. 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. [6-G4]	Important Mathematical Ideas 1 2 3 4
	Skills and Procedures 1 2 3 4
	Mathematical Relationships 1 2 3 4
	Summary/Justification/Evidence
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Statistics and Probability

Develop understanding of statistical variability.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
25. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. [6-SP1] Example: "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

Statistics and Probability

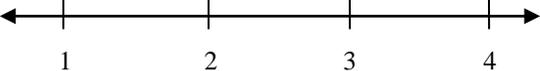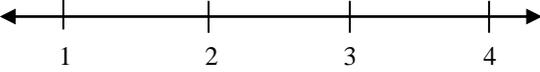| Develop understanding of statistical variability.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
26. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. [6-SP2]	Important Mathematical Ideas 1　　2　　3　　4 Skills and Procedures 1　　2　　3　　4 Mathematical Relationships 1　　2　　3　　4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1　　2　　3　　4

Students will:

Statistics and Probability

Develop understanding of statistical variability.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
27. 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. [6-SP3]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Statistics and Probability

Summarize and describe distributions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
28. Display numerical data in plots on a number line, including dot plots, histograms, and box plots. [6-SP4]	Important Mathematical Ideas 1　　2　　3　　4 Skills and Procedures 1　　2　　3　　4 Mathematical Relationships 1　　2　　3　　4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1　　2　　3　　4

Students will:

Statistics and Probability

Summarize and describe distributions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
29. Summarize numerical data sets in relation to their context, such as by: [6-SP5]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

TEXTBOOK REVIEW FORM - MATHEMATICS
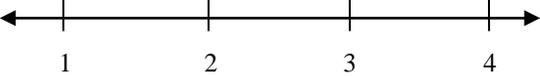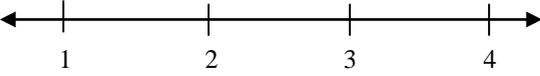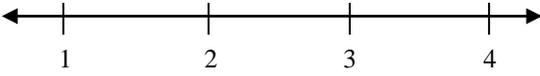## COLLEGE- AND CAREER-READY STANDARDS – GRADE 6

Students will:

Statistics and Probability

Summarize and describe distributions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
a. Reporting the number of observations. [6-SP5a]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Statistics and Probability

Summarize and describe distributions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. [6-SP5b]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**
	Overall Rating 1 2 3 4

Students will:

Statistics and Probability

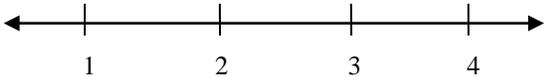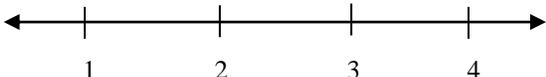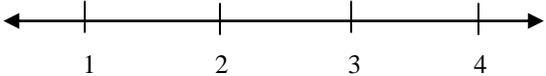| Summarize and describe distributions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation) as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. [6-SP5c]	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence**
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Indicate the chapter(s), sections, and/or page(s) reviewed.	
	Overall Rating 1 2 3 4

Students will:

Statistics and Probability

Summarize and describe distributions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
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. [6-SP5d] **Indicate the chapter(s), sections, and/or page(s) reviewed.**	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4 **Summary/Justification/Evidence** **Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):** **Overall Rating** 1 2 3 4

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

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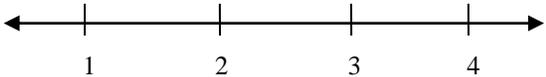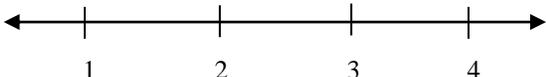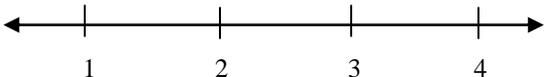**Additional Criteria and Indicators**

Content

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
1. Content is designed for students of varied abilities and understanding.	Overall Rating 1 2 3 4
2. Content is free of bias and/or controversial information.	Overall Rating 1 2 3 4
3. Content includes strategies for vocabulary instruction and graphic organizers.	Overall Rating 1 2 3 4
4. Content includes assignments that encourage integration of other content areas to support a math concept/skill.	Overall Rating 1 2 3 4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

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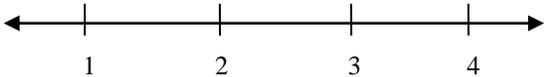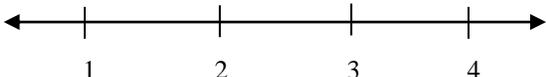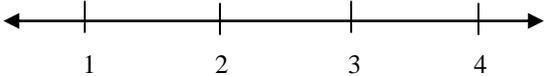**Additional Criteria and Indicators**

Technology

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
1. Technology support and suggestions for appropriate use of multimedia resources are provided.	**Overall Rating** 1 2 3 4
2. Technology is integrated with student activities so that students collect, organize, analyze, and present data.	**Overall Rating** 1 2 3 4
3. Textbook and supplemental Contents are available online and/or on CD-ROM.	**Overall Rating** 1 2 3 4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

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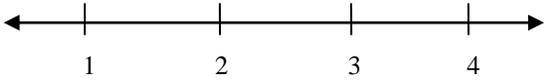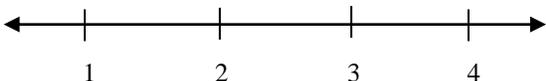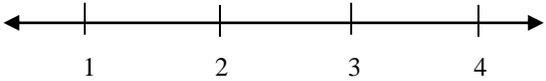**Additional Criteria and Indicators**

Assessment

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
1. Some assessments are designed to measure student understanding above the knowledge level.	**Overall Rating**　　　1　　2　　3　　4
2. Guidance is provided to teacher regarding how assessment information can be used to inform instruction.	**Overall Rating**　　　1　　2　　3　　4
3. Rubrics are provided for grading some assignments.	**Overall Rating**　　　1　　2　　3　　4
4. Some opportunities are provided for students to check their own understanding.	**Overall Rating**　　　1　　2　　3　　4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

Documenting Alignment to
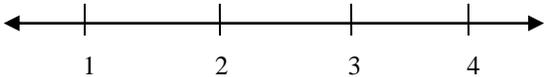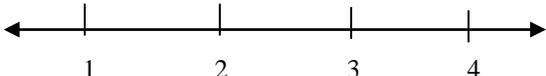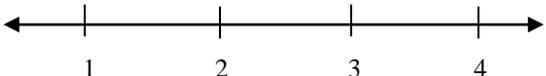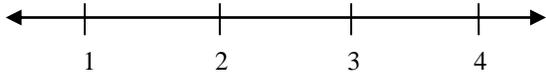**Additional Criteria and Indicators**

Assessment (Continued)

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
5. Assessment activities examine the extent to which students can apply information to situations that require reasoning and creative thinking.	**Overall Rating** 1　　2　　3　　4
6. Multiple means of assessments are used, informal as well as formal.	**Overall Rating** 1　　2　　3　　4
7. Conceptual understanding and procedural knowledge are frequently assessed through tasks that ask students to apply information about a given concept in novel situations.	**Overall Rating** 1　　2　　3　　4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

Documenting Alignment to
Additional Criteria and Indicators

Instruction

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
1. Teacher guide provides suggestions for how to demonstrate/model skills or use of knowledge.	**Overall Rating** 1 2 3 4
2. Teacher guide offers alternative instructional strategies for advanced learners, struggling learners, ELL and Sp. Ed.	**Overall Rating** 1 2 3 4
3. Teacher guide suggests multiple opportunities for students to demonstrate understanding.	**Overall Rating** 1 2 3 4
4. Teacher guide provides opportunities for guided practice and scaffolded support.	**Overall Rating** 1 2 3 4
5. Teacher guide includes suggestions to diagnose student errors, explanations of how these errors may be corrected, and how to further develop student ideas.	**Overall Rating** 1 2 3 4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**