

TEXTBOOK REVIEW FORM

MATHEMATICS

GRADE 1

Textbook/Series: _____

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

Reviewed by: _____

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

Textbook/Series: _____

Edition: _____ Copyright: _____ Publisher: _____

<u>OVERALL RATING:</u>		Comments:
	Weak (1-2) Moderate (2-3) Strong (3-4)	
1. Make sense of problems and persevere 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.

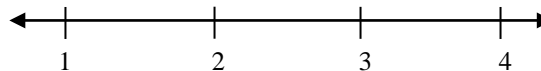
These students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into 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



Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

2. Reason abstractly and quantitatively.

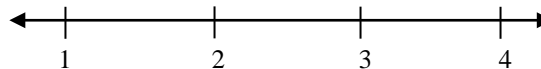
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships. One is the ability to *decontextualize*, to abstract a given situation and represent it symbolically 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



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.

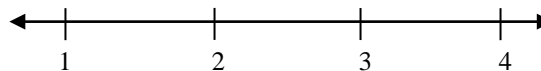
These students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, 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



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.

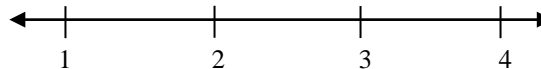
These students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, students might apply proportional reasoning to plan a school event 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



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

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

5. Use appropriate tools strategically.

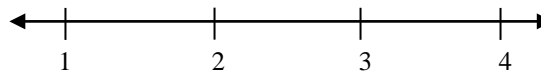
Mathematically proficient students consider available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient 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



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.

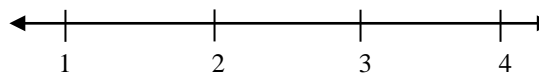
These students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. Mathematically proficient students are careful 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



Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

7. Look for and make use of structure.

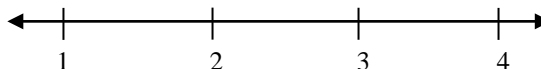
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will 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



Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

8. Look for and express regularity in repeated reasoning.

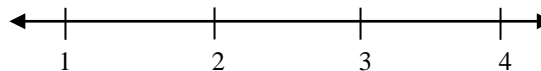
They notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again and conclude they have a repeating decimal. By paying attention to the calculation 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



**TEXTBOOK REVIEW FORM – MATHEMATICS – OVERALL
MATHEMATICAL STANDARDS & OTHER CRITERIA – GRADE 1**

Textbook/Series: _____

Edition: _____ Copyright: _____ Publisher: _____

<p><u>OVERALL RATING:</u></p> <p style="text-align: center;">Weak (1-2) Moderate (2-3) Strong (3-4)</p>	<p>Important Mathematical Ideas: Summary/Justification/Evidence:</p> <p style="text-align: center;">Weak (1-2) Moderate (2-3) Strong (3-4)</p>
<p>Skills and Procedures: Summary/Justification/Evidence:</p> <p style="text-align: center;">Weak (1-2) Moderate (2-3) Strong (3-4)</p>	<p>Mathematical Relationships: Summary/Justification/Evidence</p> <p style="text-align: center;">Weak (1-2) Moderate (2-3) Strong (3-4)</p>
<p>Content: Summary/Justification/Evidence:</p> <p style="text-align: center;">Weak (1-2) Moderate (2-3) Strong (3-4)</p>	<p>Instruction: Summary/Justification/Evidence:</p> <p style="text-align: center;">Weak (1-2) Moderate (2-3) Strong (3-4)</p>
<p>Assessment: Summary/Justification/Evidence:</p> <p style="text-align: center;">Weak (1-2) Moderate (2-3) Strong (3-4)</p>	<p>Technology: Summary/Justification/Evidence:</p> <p style="text-align: center;">Weak (1-2) Moderate (2-3) Strong (3-4)</p>

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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.

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>1. Use addition and subtraction to solve word problems within 20 by using concrete objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>a. Add to with change unknown to solve word problems within 20.</p> <p>b. Take from with change unknown to solve word problems within 20.</p> <p>c. Put together/take apart with addend unknown to solve word problems within 20.</p> <p>d. Compare quantities, with difference unknown, bigger unknown, and smaller unknown while solving word problems within 20.</p>	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.	<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>				

Operations and Algebraic Thinking

<p>Represent and solve problems involving addition and subtraction.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>				
<p>2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using concrete objects, drawings, or equations with a symbol for the unknown number to represent the problem.</p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Skills and Procedures</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Mathematical Relationships</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>Summary/Justification/Evidence</p>					
<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>					
<p>Overall Rating</p> <p style="text-align: center;"> 1 2 3 4 </p>					

Operations and Algebraic Thinking

Understand and apply properties of operations and the relationship between addition and subtraction.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>3. Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known (commutative property of addition).</i> <i>To add $2 + 6 + 4$, the second and third numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (associative property of addition).</i> <i>When adding 0 to a number, the result is the same number (identity property of zero for addition).</i></p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
<p>Summary/Justification/Evidence</p>					
<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>					
<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>					

Operations and Algebraic Thinking

<p>Understand and apply properties of operations and the relationship between addition and subtraction.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>				
<p>4. Explain subtraction as an unknown-addend problem. <i>Example: subtracting 10 - 8 by finding the number that makes 10 when added to 8</i></p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Skills and Procedures</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Mathematical Relationships</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Summary/Justification/Evidence</p>				
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>				
	<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>				

Operations and Algebraic Thinking

<p>Add and subtract within 20.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>				
<p>5. Relate counting to addition and subtraction. <i>Example: counting on 2 to add 2</i></p>	<p>Important Mathematical Ideas</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Skills and Procedures</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Mathematical Relationships</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Summary/Justification/Evidence</p>				
<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>					
<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>					

Operations and Algebraic Thinking

Add and subtract within 20.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>6. Add and subtract within 20.</p> <p>a. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by counting on.</p> <p>b. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by making ten.</p> <p>c. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by decomposing a number leading to a ten. <i>Example: $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$</i></p> <p>d. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by using the relationship between addition and subtraction. <i>Example: Knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$.</i></p> <p>e. Demonstrate fluency with addition and subtraction facts with sums or differences to 10 by creating equivalent but easier or known sums. <i>Example: adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$</i></p>	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.	<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>				

Operations and Algebraic Thinking

<p>Work with addition and subtraction equations.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>				
<p>7. Explain that the equal sign means “the same as.” Determine whether equations involving addition and subtraction are true or false. <i>Example: determining which of the following equations are true and which are false: $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$</i></p>	<p>Important Mathematical Ideas</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Skills and Procedures</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Mathematical Relationships</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Summary/Justification/Evidence</p>				
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>				
	<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>				

Operations and Algebraic Thinking

Work with addition and subtraction equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>8. Solve for the unknown whole number in various positions in an addition or subtraction equation, relating three whole numbers that would make it true.</p> <p><i>Example: determining the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, and $6 + 6 = ?$</i></p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	<p>Summary/Justification/Evidence</p>				
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>				
	<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>				

Operations and Algebraic Thinking

<p>Understand simple patterns.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>				
<p>9. Reproduce, extend, and create patterns and sequences of numbers using a variety of materials.</p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Skills and Procedures</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Mathematical Relationships</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Summary/Justification/Evidence</p>				
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>				
	<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>				

Operations with Numbers: Base Ten

<p>Extend the counting sequence.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>				
<p>10. Extend the number sequence from 0 to 120.</p> <p>a. Count forward and backward by ones, starting at any number less than 120.</p> <p>b. Read numerals from 0 to 120.</p> <p>c. Write numerals from 0 to 120.</p> <p>d. Represent a number of objects from 0 to 120 with a written numeral.</p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Skills and Procedures</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Mathematical Relationships</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Summary/Justification/Evidence</p>				
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>				
	<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>				

Operations with Numbers: Base Ten

Understand place value.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>11. Explain that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>a. Identify a bundle of ten ones as a “ten.”</p> <p>b. Identify the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>c. Identify the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 as one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p>	Important Mathematical Ideas	1	2	3	4
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	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):				
	<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>				

Operations with Numbers: Base Ten

<p>Understand place value.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>				
<p>12. Compare pairs of two-digit numbers based on the values of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$ and orally with the words “is greater than,” “is equal to,” and “is less than.”</p>	<p>Important Mathematical Ideas</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Skills and Procedures</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Mathematical Relationships</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Summary/Justification/Evidence</p>				
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>				
	<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>				

Operations with Numbers: Base Ten

<p>Use place value understanding and properties of operations to add and subtract.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>				
<p>13. Add within 100, using concrete models or drawings and strategies based on place value.</p> <p>a. Add a two-digit number and a one-digit number.</p> <p>b. Add a two-digit number and a multiple of 10.</p> <p>c. Demonstrate that in adding two-digit numbers, tens are added to tens, ones are added to ones, and sometimes it is necessary to compose a ten.</p> <p>d. Relate the strategy for adding a two-digit number and a one-digit number to a written method and explain the reasoning used.</p>	<p>Important Mathematical Ideas</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Skills and Procedures</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Mathematical Relationships</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Summary/Justification/Evidence</p>				
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>				
	<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>				

Operations with Numbers: Base Ten

<p>Use place value understanding and properties of operations to add and subtract.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>				
<p>14. Given a two-digit number, mentally find 10 more or 10 less than the number without having to count, and explain the reasoning used.</p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	<p>Summary/Justification/Evidence</p>				
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>				
	<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>				

Operations with Numbers: Base Ten

<p>Use place value understanding and properties of operations to add and subtract.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>				
<p>15. Subtract multiples of 10 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used.</p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Skills and Procedures</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Mathematical Relationships</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>Summary/Justification/Evidence</p>					
<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>					
<p>Overall Rating</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	

Data Analysis

Collect and analyze data and interpret results.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>16. Organize, represent, and interpret data with up to three categories.</p> <ol style="list-style-type: none"> Ask and answer questions about the total number of data points in organized data. Summarize data on Venn diagrams, pictographs, and "yes-no" charts using real objects, symbolic representations, or pictorial representations. Determine "how many" in each category using up to three categories of data. Determine "how many more" or "how many less" are in one category than in another using data organized into two or three categories. 	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):				
	<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>				

Measurement

Describe and compare measurable attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>17. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	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):					
<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>					

Measurement

<p>Describe and compare measurable attributes.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>				
<p>18. Determine the length of an object using non-standard units with no gaps or overlaps, expressing the length of the object with a whole number.</p>	<p>Important Mathematical Ideas</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Skills and Procedures</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Mathematical Relationships</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Summary/Justification/Evidence</p>				
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>				
	<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>				

Measurement

<p>Work with time and money.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>				
<p>19. Tell and write time to the hours and half hours using analog and digital clocks.</p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Skills and Procedures</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Mathematical Relationships</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Summary/Justification/Evidence</p>				
<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>					
<p>Overall Rating</p> <p style="text-align: center;"> 1 2 3 4 </p>					

Measurement

<p>Work with time and money.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>				
<p>20. Identify pennies and dimes by name and value.</p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Skills and Procedures</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Mathematical Relationships</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
	<p>Summary/Justification/Evidence</p>				
<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>					
<p>Overall Rating</p> <p style="text-align: center;"> 1 2 3 4 </p>					

Geometry

Reason with shapes and their attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>21. Build and draw shapes which have defining attributes.</p> <p>a. Distinguish between defining attributes and non-defining attributes. <i>Examples: Triangles are closed and three- sided, which are defining attributes; color, orientation, and overall size are non-defining attributes.</i></p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	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):					
<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>					

Geometry

Reason with shapes and their attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>22. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	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):					
<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>					

Geometry

Reason with shapes and their attributes.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>23. Partition circles and rectangles into two and four equal shares and describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>.</p> <p>a. Describe “the whole” as two of or four of the shares of circles and rectangles partitioned into two or four equal shares.</p> <p>b. Explain that decomposing into more equal shares creates smaller shares of circles and rectangles.</p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
<p>Summary/Justification/Evidence</p>					
<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>					
<p>Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>					

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS

Documenting Alignment to 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

Documenting Alignment to 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.
<p>1. Technology support and suggestions for appropriate use of multimedia resources are provided.</p>	<p style="text-align: center;">Overall Rating 1 2 3 4</p>
<p>2. Technology is integrated with student activities so that students collect, organize, analyze, and present data.</p>	<p style="text-align: center;">Overall Rating 1 2 3 4</p>
<p>3. Textbook and supplemental Contents are available online and/or on CD-ROM.</p>	<p style="text-align: center;">Overall Rating 1 2 3 4</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Summary/Justification/Evidence:</p>

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS

Documenting Alignment to 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

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.
<p>5. Assessment activities examine the extent to which students can apply information to situations that require reasoning and creative thinking.</p>	<p style="text-align: center;">Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>
<p>6. Multiple means of assessments are used, informal as well as formal.</p>	<p style="text-align: center;">Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>
<p>7. Conceptual understanding and procedural knowledge are frequently assessed through tasks that ask students to apply information about a given concept in novel situations.</p>	<p style="text-align: center;">Overall Rating</p> <p style="text-align: center;">1 2 3 4</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Summary/Justification/Evidence:</p>

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS

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:				