

# TEXTBOOK REVIEW FORM

## MATHEMATICS

### GRADE 3

**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: \_\_\_\_\_

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

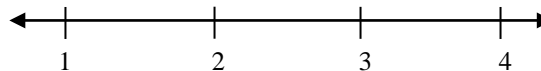
These students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into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

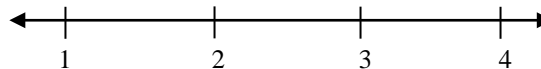
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships. One is the ability to *decontextualize*, to abstract a given situation and represent it symbolically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

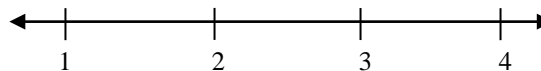
These students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases,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

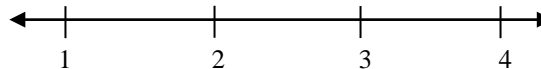
These students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, students might apply proportional reasoning to plan a school event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

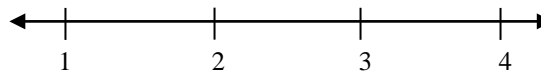
Mathematically proficient students consider available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient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

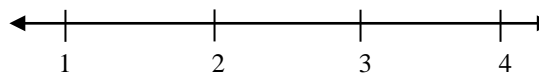
These students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. Mathematically proficient students are careful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

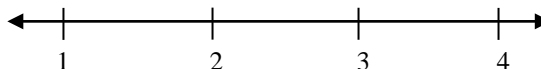
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  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  $2 \times 7$  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.

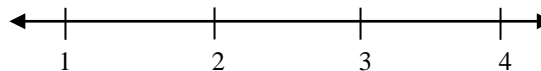
They notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again and conclude they have a repeating decimal. By paying attention to the calculation 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 3**

Textbook/Series: \_\_\_\_\_

Edition: \_\_\_\_\_ Copyright: \_\_\_\_\_ Publisher: \_\_\_\_\_

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

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## Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>1. Illustrate the product of two whole numbers as equal groups by identifying the number of groups and the number in each group and represent as a written expression.</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
<b>Summary/Justification/Evidence</b>					
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>					
<b>Overall Rating</b>					
		1	2	3	4

## Operations and Algebraic Thinking

<p><b>Represent and solve problems involving multiplication and division.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>				
<p>2. Illustrate and interpret the quotient of two whole numbers as the number of objects in each group or the number of groups when the whole is partitioned into equal shares.</p> <p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></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><b>Summary/Justification/Evidence</b></p>				
	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>				
	<p><b>Overall Rating</b></p>				
		<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>

## Operations and Algebraic Thinking

<p><b>Represent and solve problems involving multiplication and division.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>				
<p>3. Solve word situations using multiplication and division within 100 involving equal groups, arrays, and measurement quantities; represent the situation using models, drawings, and equations with a symbol for the unknown number.</p> <p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></p>	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	<p><b>Summary/Justification/Evidence</b></p>				
<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>					
<p><b>Overall Rating</b></p> <p style="text-align: center;">1                      2                      3                      4</p>					

## Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</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><b>Summary/Justification/Evidence</b></p>				
<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>					
<p><b>Overall Rating</b></p> <p style="text-align: center;">1                      2                      3                      4</p>					

## Operations and Algebraic Thinking

<b>Understand properties of multiplication and the relationship between multiplication and division.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>				
5. Develop and apply properties of operations as strategies to multiply and divide.   <b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b>	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	<b>Summary/Justification/Evidence</b>				
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>					
<b>Overall Rating</b>					
		1	2	3	4



## Operations and Algebraic Thinking

<p><b>Understand properties of multiplication and the relationship between multiplication and division.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>				
<p>6. Use the relationship between multiplication and division to represent division as an equation with an unknown factor.</p> <p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></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><b>Summary/Justification/Evidence</b></p>				
	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>				
	<p><b>Overall Rating</b></p> <p style="text-align: center;">1                      2                      3                      4</p>				

## Operations and Algebraic Thinking

<p><b>Multiply and divide within 100.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>				
<p>7. Use strategies based on properties and patterns of multiplication to demonstrate fluency with multiplication and division within 100.</p> <p>a. Fluently determine all products obtained by multiplying two one-digit numbers.</p> <p>b. State automatically all products of two one-digit numbers by the end of third grade.</p> <p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></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><b>Summary/Justification/Evidence</b></p>				
<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>					
<p><b>Overall Rating</b></p> <p style="text-align: center;">1                      2                      3                      4</p>					

## Operations and Algebraic Thinking

<p><b>Solve problems involving the four operations and identify and explain patterns in arithmetic.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>				
<p>8. Determine and justify solutions for two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity. Determine reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding.</p> <p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></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><b>Summary/Justification/Evidence</b></p>				
<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>					
<p><b>Overall Rating</b></p> <p style="text-align: center;">1                      2                      3                      4</p>					

## Operations and Algebraic Thinking

Solve problems involving the four operations and identify and explain patterns in arithmetic.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>9. Recognize and explain arithmetic patterns using properties of operations.</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
	<b>Summary/Justification/Evidence</b>				
	<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>				
	<b>Overall Rating</b>				
	1	2	3	4	

## **Operations with Numbers: Base Ten**

<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>				
<p>10. Identify the nearest 10 or 100 when rounding whole numbers, using place value understanding.</p>            <p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></p>	<p>Important Mathematical Ideas</p> <p>Skills and Procedures</p> <p>Mathematical Relationships</p> <p><b>Summary/Justification/Evidence</b></p>	<p>1</p> <p>1</p> <p>1</p>	<p>2</p> <p>2</p> <p>2</p>	<p>3</p> <p>3</p> <p>3</p>	<p>4</p> <p>4</p> <p>4</p>
	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>				
	<p><b>Overall Rating</b></p> <p style="text-align: center;">             1                  2                  3                  4         </p>				

## Operations with Numbers: Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>11. Use various strategies to add and subtract fluently within 1000.</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
	<b>Summary/Justification/Evidence</b>				
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>					
<p><b>Overall Rating</b></p> <p style="text-align: center;">1                      2                      3                      4</p>					

## Operations with Numbers: Base Ten

<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>				
<p>12. Use concrete materials and pictorial models based on place value and properties of operations to find the product of a one-digit whole number by a multiple of ten (from 10 to 90).</p>	<p>Important Mathematical Ideas</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></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><b>Summary/Justification/Evidence</b></p>				
<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>					
<p><b>Overall Rating</b></p> <p style="text-align: center;">1                      2                      3                      4</p>					

## Operations with Numbers: Fractions

<p><b>Develop understanding of fractions as numbers.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>				
<p>13. Demonstrate that a unit fraction represents one part of an area model or length model of a whole that has been equally partitioned; explain that a numerator greater than one indicates the number of unit pieces represented by the fraction.</p> <p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></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><b>Summary/Justification/Evidence</b></p>					
<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>					
<p><b>Overall Rating</b></p> <p style="text-align: center;"> <span style="margin-right: 100px;">1</span> <span style="margin-right: 100px;">2</span> <span style="margin-right: 100px;">3</span> <span>4</span> </p>					



# Operations with Numbers: Fractions

Develop understanding of fractions as numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>14. Interpret a fraction as a number on the number line; locate or represent fractions on a number line diagram.</p> <p>a. Represent a unit fraction (<math>\frac{1}{b}</math>) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts as specified by the denominator.</p> <p>b. Represent a fraction (<math>\frac{a}{b}</math>) on a number line by marking off <math>a</math> lengths of size (<math>\frac{1}{b}</math>) from zero.</p>	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	<b>Summary/Justification/Evidence</b>				
<b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b>	<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>				
	<p><b>Overall Rating</b></p> <p style="text-align: center;">1                      2                      3                      4</p>				

## Operations with Numbers: Fractions

<p><b>Develop understanding of fractions as numbers.</b></p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>				
<p>15. Explain equivalence and compare fractions by reasoning about their size using visual fraction models and number lines.</p> <p>a. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.</p> <p>b. Compare two fractions with the same numerator or with the same denominator by reasoning about their size (recognizing that fractions must refer to the same whole for the comparison to be valid). Record comparisons using <math>&lt;</math>, <math>&gt;</math>, or <math>=</math> and justify conclusions.</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><b>Summary/Justification/Evidence</b></p>				
<p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>				
	<p><b>Overall Rating</b></p> <p style="text-align: center;">1                      2                      3                      4</p>				

## Data Analysis

<p><b>Represent and interpret data.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>				
<p>16. For a given or collected set of data, create a scaled (one-to-many) picture graph and scaled bar graph to represent a data set with several categories.</p> <p>a. Determine a simple probability from a context that includes a picture.</p> <p>b. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled graphs.</p> <p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></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><b>Summary/Justification/Evidence</b></p>					
<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>					
<p><b>Overall Rating</b></p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	

## Data Analysis

Represent and interpret data.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
<p>17. Measure lengths using rulers marked with halves and fourths of an inch to generate data and create a line plot marked off in appropriate units to display the data.</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><b>Summary/Justification/Evidence</b></p>					
<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>					
<p><b>Overall Rating</b></p> <p style="text-align: center;">1                      2                      3                      4</p>					

# Measurement

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
18. Tell and write time to the nearest minute; measure time intervals in minutes (within 90 minutes.) a. Solve real-world problems involving addition and subtraction of time intervals in minutes by representing the problem on a number line diagram.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
<b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b>	<b>Summary/Justification/Evidence</b>				
	<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>				
	<b>Overall Rating</b>  <div style="display: flex; justify-content: space-around; width: 100%;"> <span>1</span> <span>2</span> <span>3</span> <span>4</span> </div>				

## Measurement

<p><b>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>				
<p>19. Estimate and measure liquid volumes and masses of objects using liters (l), grams (g), and kilograms (kg).</p> <p>a. Use the four operations to solve one-step word problems involving masses or volumes given in the same metric units.</p> <p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></p>	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	<p><b>Summary/Justification/Evidence</b></p>				
	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>				
	<p><b>Overall Rating</b></p>				
	1	2	3	4	

## Measurement

<b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>				
<p>20. Find the area of a rectangle with whole number side lengths by tiling without gaps or overlays and counting unit squares.</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
	<b>Summary/Justification/Evidence</b>				
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>					
<b>Overall Rating</b>					
		1	2	3	4

## Measurement

<b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>				
21. Count unit squares (square cm, square m, square in, square ft, and improvised or non-standard units) to determine area.	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
<b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b>	Mathematical Relationships	1	2	3	4
	<b>Summary/Justification/Evidence</b>				
	<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>				
	<b>Overall Rating</b>				
	1	2	3	4	



## Measurement

<b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>				
<p>22. Relate area to the operations of multiplication using real-world problems, concrete materials, mathematical reasoning, and the distributive property.</p> <p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></p>	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	<b>Summary/Justification/Evidence</b>				
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>					
<b>Overall Rating</b>					
		1	2	3	4

## Measurement

<b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>				
<p>23. Decompose rectilinear figures into smaller rectangles to find the area, using concrete materials</p> <p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></p>	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	<b>Summary/Justification/Evidence</b>				
	<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>				
	<b>Overall Rating</b>				
		1	2	3	4

## Measurement

<b>Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>				
<p>24. Construct rectangles with the same perimeter and different areas or the same area and different perimeters.</p> <p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></p>	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	<b>Summary/Justification/Evidence</b>				
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>					
<b>Overall Rating</b>					
		1	2	3	4

## Measurement

<b>Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>				
<p>25. Solve real-world problems involving perimeters of polygons, including finding the perimeter given the side lengths and finding an unknown side length of rectangles.</p> <p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></p>	Important Mathematical Ideas	1	2	3	4
	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	4
	<b>Summary/Justification/Evidence</b>				
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>					
<b>Overall Rating</b>					
		1	2	3	4

# 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>26. Recognize and describe polygons (up to 8 sides), triangles, and quadrilaterals (rhombuses, rectangles, and squares) based on the number of sides and the presence or absence of square corners.</p> <p>a. Draw examples of quadrilaterals that are and are not rhombuses, rectangles, and squares.</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><b>Overall Rating</b></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.	<b>Overall Rating</b>	1	2	3	4
2. Content is free of bias and/or controversial information.	<b>Overall Rating</b>	1	2	3	4
3. Content includes strategies for vocabulary instruction and graphic organizers.	<b>Overall Rating</b>	1	2	3	4
4. Content includes assignments that encourage integration of other content areas to support a math concept/skill.	<b>Overall Rating</b>	1	2	3	4
<b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b>	<b>Summary/Justification/Evidence:</b>				

# 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.				
1. Technology support and suggestions for appropriate use of multimedia resources are provided.	<b>Overall Rating</b>	1	2	3	4
2. Technology is integrated with student activities so that students collect, organize, analyze, and present data.	<b>Overall Rating</b>	1	2	3	4
3. Textbook and supplemental Contents are available online and/or on CD-ROM.	<b>Overall Rating</b>	1	2	3	4

<p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></p>	<p><b>Summary/Justification/Evidence:</b></p>
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**TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS**

**Documenting Alignment to  
Additional Criteria and Indicators**

**Assessment**

<b>Criteria and Indicators</b>	<b>Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.</b>				
1. Some assessments are designed to measure student understanding above the knowledge level.	<b>Overall Rating</b>	1	2	3	4
2. Guidance is provided to teacher regarding how assessment information can be used to inform instruction.	<b>Overall Rating</b>	1	2	3	4
3. Rubrics are provided for grading some assignments.	<b>Overall Rating</b>	1	2	3	4
4. Some opportunities are provided for students to check their own understanding.	<b>Overall Rating</b>	1	2	3	4



<p><b>Indicate the chapter(s), sections, and/or page(s) reviewed.</b></p>	<p><b>Summary/Justification/Evidence:</b></p>
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**TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS**

**Documenting Alignment to  
Additional Criteria and Indicators**

**Assessment (Continued)**

<b>Criteria and Indicators</b>	<b>Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.</b>				
<p>5. Assessment activities examine the extent to which students can apply information to situations that require reasoning and creative thinking.</p>	<b>Overall Rating</b>	1	2	3	4
<p>6. Multiple means of assessments are used, informal as well as formal.</p>	<b>Overall Rating</b>	1	2	3	4
<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>	<b>Overall Rating</b>	1	2	3	4

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