TEXTBOOK REVIEW FORM

MATHEMATICS

GRADE 5

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: _____

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.

**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

1   2   3   4
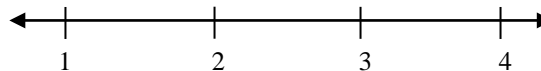
Documenting Alignment to the
Standards for Mathematical Practice

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
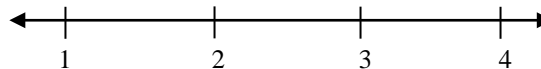
Documenting Alignment to the
Standards for Mathematical Practice

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

1   2   3   4
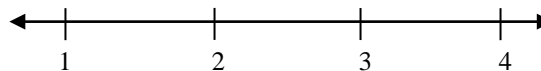
**Documenting Alignment to the
Standards for Mathematical Practice**

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
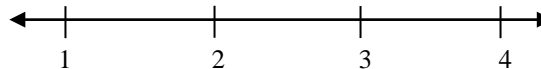
Documenting Alignment to the
Standards for Mathematical Practice

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
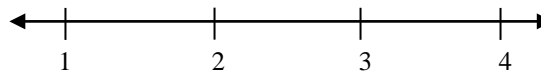
Documenting Alignment to the
Standards for Mathematical Practice

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

1   2   3   4
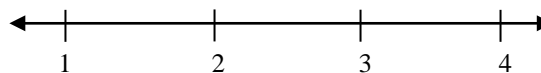
**Documenting Alignment to the
Standards for Mathematical Practice**

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
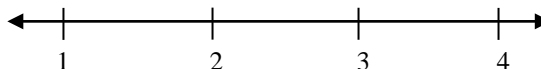
Documenting Alignment to the
Standards for Mathematical Practice

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
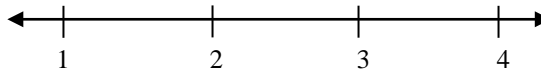
TEXTBOOK REVIEW FORM – MATHEMATICS – OVERALL
MATHEMATICAL STANDARDS & OTHER CRITERIA – GRADE 5

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)

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.

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Operations and Algebraic Thinking

Write and interpret numerical expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
1. Write, explain, and evaluate simple numerical expressions involving the four operations to solve up to two-step problems. Include expressions involving parentheses, brackets, or braces, using commutative, associative, and distributive properties. **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

Operations and Algebraic Thinking

Analyze patterns and relationships.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**			

2. Generate two numerical patterns using two given rules and complete an input/output table for the data.
   a. Use data from an input/output table to identify apparent relationships between corresponding terms.
   b. Form ordered pairs from values in an input/output table.
   c. Graph ordered pairs from an input/output table on a coordinate plane.
 	
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

Operations with Numbers: Base Ten

Understand the place value system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			

3. Using models and quantitative reasoning, explain that in a multi-digit number, including decimals, a digit in any place represents ten times what it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
 	
  a. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, using whole-number exponents to denote powers of 10.
 	
  b. Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10, using whole-number exponents to denote powers of 10.
	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			

Operations with Numbers: Base Ten

Understand the place value system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			

4. Read, write, and compare decimals to thousandths.
  a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.
    Example: $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (\frac{1}{10}) + 9 \times (\frac{1}{100}) + 2 \times (\frac{1}{1000})$.
  b. Compare two decimals to thousandths based on the meaning of the digits in each place, using >, =, and < to record the results of comparisons.
	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				

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Operations with Numbers: Base Ten

Understand the place value system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
5. Use place value understanding to round decimals to thousandths. **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

Operations with Numbers: Base Ten

Perform operations with multi-digit whole numbers and decimals to hundredths.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
6. Fluently multiply multi-digit whole numbers using the standard algorithm.	Important Mathematical Ideas 1 2 3 4 Skills and Procedures 1 2 3 4 Mathematical Relationships 1 2 3 4
Indicate the chapter(s), sections, and/or page(s) reviewed.	**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

Operations with Numbers: Base Ten

Perform operations with multi-digit whole numbers and decimals to hundredths.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
7. Use strategies based on place value, properties of operations, and/or the relationship between multiplication and division to find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **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

Operations with Numbers: Base Ten

Perform operations with multi-digit whole numbers and decimals to hundredths.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			

8. Add, subtract, multiply, and divide decimals to hundredths using strategies based on place value, properties of operations, and/or the relationships between addition/subtraction and multiplication/division; relate the strategy to a written method, and explain the reasoning used.
 	
    a. Use concrete models and drawings to solve problems with decimals to hundredths.
 	
    b. Solve problems in a real-world context with decimals to hundredths.
 	
 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			

Operations with Numbers: Fractions

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
9. Model and solve real-word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally, and assess the reasonableness of answers. *Example: Recognize an incorrect result* $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ *by observing that* $\frac{3}{7} < \frac{1}{2}$.	Important Mathematical Ideas 1 2 3 4			
	Skills and Procedures 1 2 3 4			
	Mathematical Relationships 1 2 3 4			
	Summary/Justification/Evidence			
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			

Operations with Numbers: Fractions

Use equivalent fractions as a strategy to add and subtract fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
10. Add and subtract fractions and mixed numbers with unlike denominators, using fraction equivalence to calculate a sum or difference of fractions or mixed numbers with like denominators. **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			

Operations with Numbers: Fractions

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
11. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. a. Model and interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$) b. Use visual fraction models, drawings, or equations to represent word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers **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			

Operations with Numbers: Fractions

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			

12. Apply and extend previous understandings of multiplication to find the product of a fraction times a whole number or a fraction times a fraction.
  a. Use a visual fraction model (area model, set model, or linear model) to show $\left(\frac{aa}{bb}\right) \times q$ and create a story context for this equation to interpret the product as a parts of a partition of q into b equal parts.
  b. Use a visual fraction model (area model, set model, or linear model) to show $\left(\frac{aa}{bb}\right) \times \left(\frac{cc}{dd}\right)$ and create a story context for this equation to interpret the product.
  c. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
  d. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths to show that the area is the same as would be found by multiplying the side lengths.
	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				

Operations with Numbers: Fractions

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

13. Interpret multiplication as scaling (resizing).
   a. Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
     Example: Use reasoning to determine which expression is greater? 225 *or* $\frac{3}{4} \times 225$;
 	
     $\frac{11}{50}$ *or* $\frac{3}{2} \times \frac{11}{50}$
   b. Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and relate the principle of fraction equivalence.
   c. Explain why multiplying a given number by a fraction less than 1 results in a product smaller than the given number and relate the principle of fraction equivalence.
	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

Operations with Numbers: Fractions

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
14. Model and solve real-world problems involving multiplication of fractions and mixed numbers using visual fraction models, drawings, or equations to represent the problem. **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

Operations with Numbers: Fractions

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
15. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions and illustrate using visual fraction models, drawings, and equations to represent the problem. b. Create a story context for a unit fraction divided by a whole number, and use a visual fraction model to show the quotient. c. Create a story context for a whole number divided by a unit fraction, and use a visual fraction model to show the quotient.	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			

Data Analysis

Represent and interpret data.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
16. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). a. Add, subtract, multiply, and divide fractions to solve problems involving information presented in line plots. *Note: Division is limited to unit fractions by whole numbers and whole numbers by unit fractions.* **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			

Measurement

Convert like measurement units within a given measurement system.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
17. Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real-world problems. **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			

Measurement

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
18. Identify volume as an attribute of solid figures, and measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised (non-standard) units. a. Pack a solid figure without gaps or overlaps using n unit cubes to demonstrate volume as n cubic units. **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

Measurement

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

19. Relate volume to the operations of multiplication and addition, and solve real-world and mathematical problems involving volume.
 	
  a. Use the associative property of multiplication to find the volume of a right rectangular prism and relate it to packing the prism with unit cubes. Show that the volume can be determined by multiplying the three edge lengths or by multiplying the height by the area of the base.
 	
  b. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.
 	
  c. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the two parts, applying this technique to solve real-world problems.
 	
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

Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
20. Graph points in the first quadrant of the coordinate plane, and interpret coordinate values of points to represent real-world and mathematical problems. **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

Geometry

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
21. Classify triangles according to side length (isosceles, equilateral, scalene) and angle measure (acute, obtuse, right, equiangular). **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			

Geometry

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
22. Classify quadrilaterals in a hierarchy based on properties. **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

Geometry

Classify two-dimensional figures into categories based on their properties.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
23. Explain that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *Example: All rectangles have four right angles, and squares have four right angles, so squares are rectangles.* **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 CRITIERIA 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 CRITIERIA 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.	**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 CRITIERIA 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 CRITIERIA 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.				
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 CRITIERIA 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:**				