TEXTBOOK REVIEW FORM

MATHEMATICS

GRADE 2

Textbook/Series: _____

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

Reviewed by: _____

This form was based in part on:

Instructional Materials Analysis and Selection

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

A project of

The Charles A. Dana Center

At the University of Texas at Austin

Adapted for Alabama State Department of Education

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

Textbook/Series: _____

Edition _____ Copyright _____ Publisher _____

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

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

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

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

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

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

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

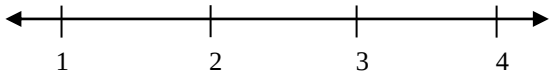
These students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into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

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

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

Summary/Justification/Evidence

Overall Rating



Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

2. Reason abstractly and quantitatively.

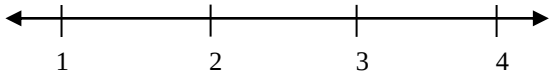
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships. One is the ability to *decontextualize*, to abstract a given situation and represent it symbolically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



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.

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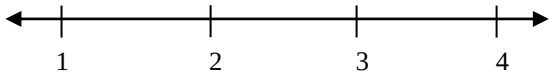

Documenting Alignment to the Standards for Mathematical Practice

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.

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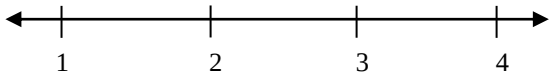

Documenting Alignment to the Standards for Mathematical Practice

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.

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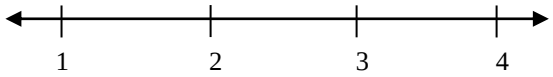
Summary/Justification/Evidence

Overall Rating



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):

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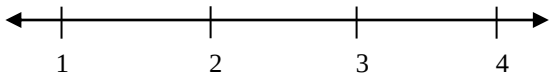


Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

7. Look for and make use of structure.

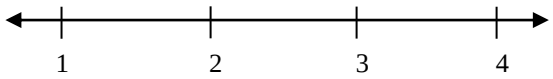
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will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

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

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

Summary/Justification/Evidence

Overall Rating



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.

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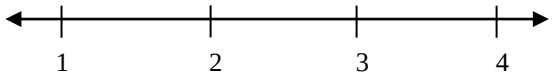

TEXTBOOK REVIEW FORM – MATHEMATICS – OVERALL
COLLEGE- AND CAREER-READY STANDARDS & OTHER CRITERIA – GRADE 2

Textbook/Series: _____

Edition _____ Copyright _____ Publisher _____

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

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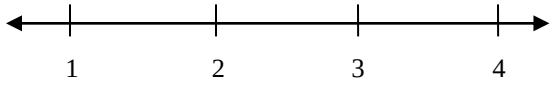
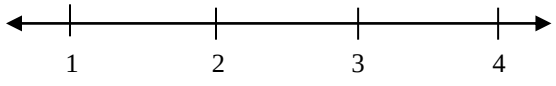
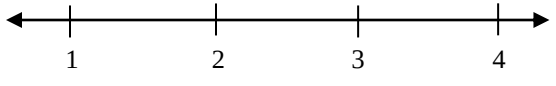
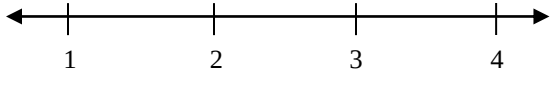
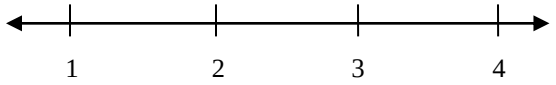
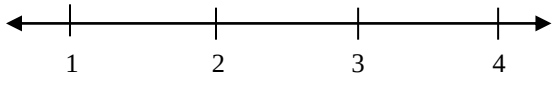
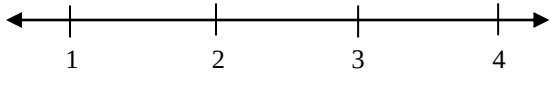
Students will:

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.**
1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Appendix A, Table 1.) [2-OA1]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **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 

Students will:

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.**
2. Fluently add and subtract within 20 using mental strategies. (See standard 6, Grade 1, for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers. [2-OA2]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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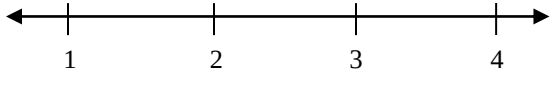
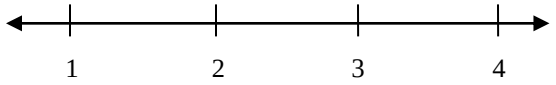
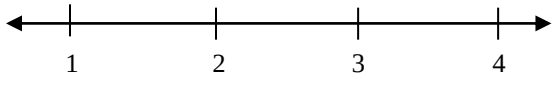
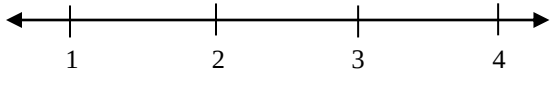
	Overall Rating 

Students will:

Operations and Algebraic Thinking

Work with equal groups of objects to gain foundations for multiplication.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. [2-OA3]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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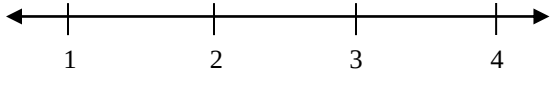
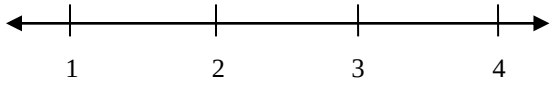
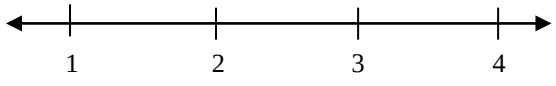
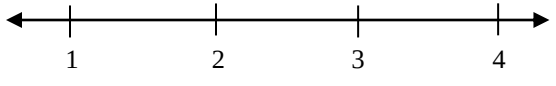
	Overall Rating 

Students will:

Operations and Algebraic Thinking

Work with equal groups of objects to gain foundations for multiplication.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. [2-OA4]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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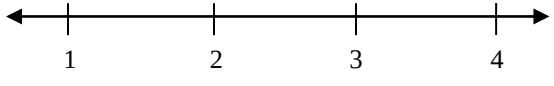
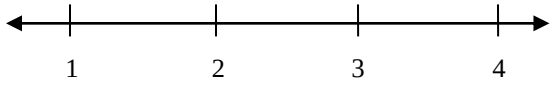
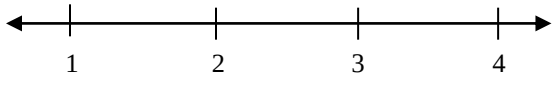
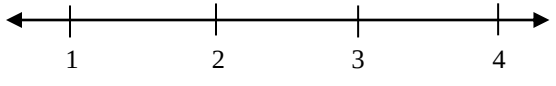
	Overall Rating 

Students will:

Number and Operations in Base Ten

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
5. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: [2-NBT1]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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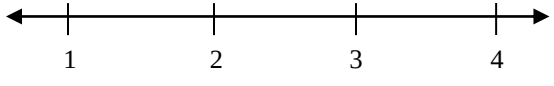
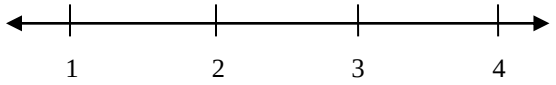
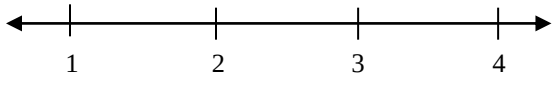
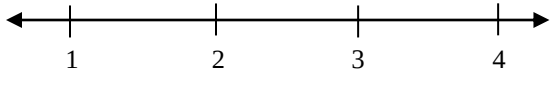
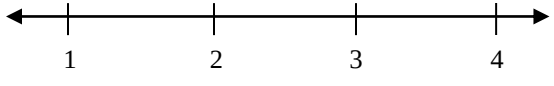
	Overall Rating 

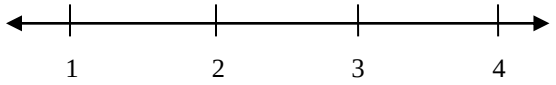
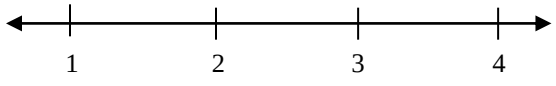
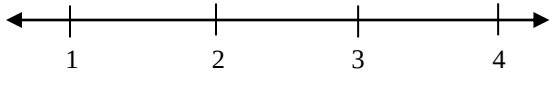
Students will:

Number and Operations in Base Ten

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
a. 100 can be thought of as a bundle of ten tens, called a "hundred." [2-NBT1a]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **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 

Students will:

Number and Operations in Base Ten

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). [2-NBT1b]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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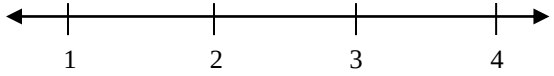
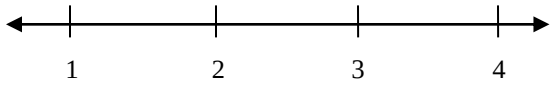
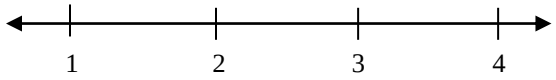
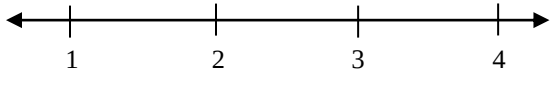
	Overall Rating 

Students will:

Number and Operations in Base Ten

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
6. Count within 1000; skip-count by 5s, 10s, and 100s. [2-NBT2]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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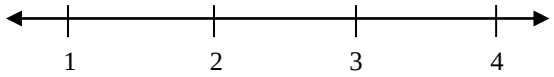
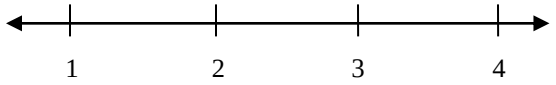
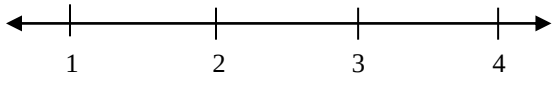
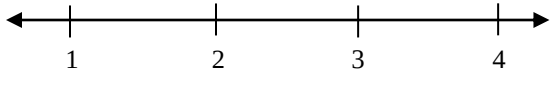
	Overall Rating 

Students will:

Number and Operations in Base Ten

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
7. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. [2-NBT3]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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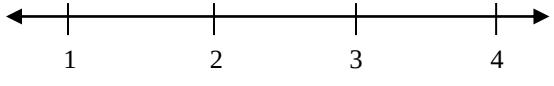
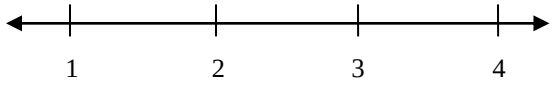
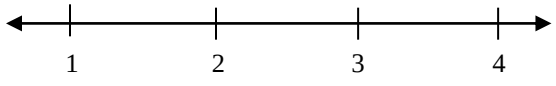
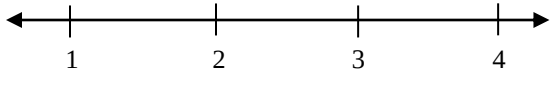
	Overall Rating 

Students will:

Number and Operations in Base Ten

Understand place value.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
8. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits using >, =, and < symbols to record the results of comparisons. [2-NBT4]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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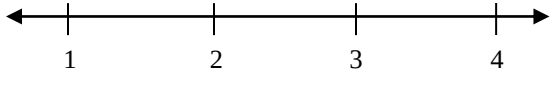
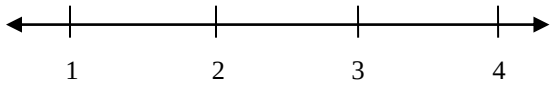
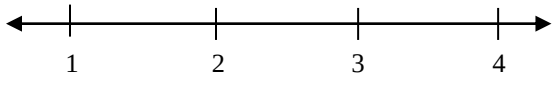
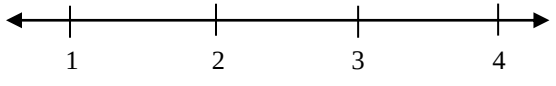
	Overall Rating 

Students will:

Number and Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
9. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. [2-NBT5]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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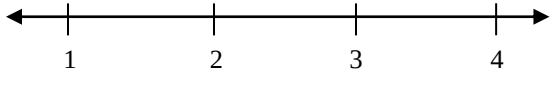
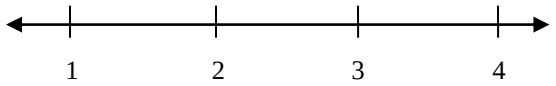
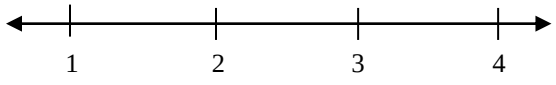
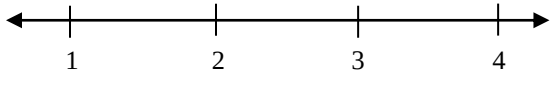
	Overall Rating 

Students will:

Number and Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
10. Add up to four two-digit numbers using strategies based on place value and properties of operations. [2-NBT6]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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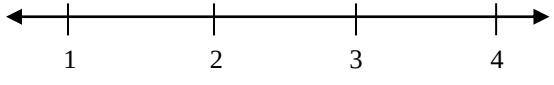
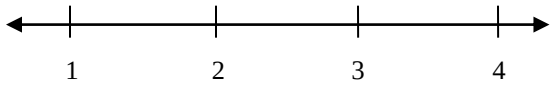
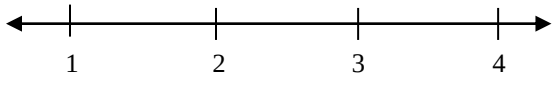
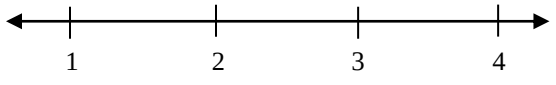
	Overall Rating 

Students will:

Number and Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
11. Add and subtract within 1000 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. [2-NBT7]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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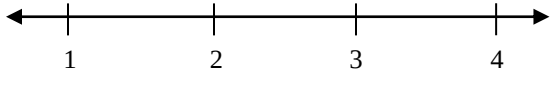
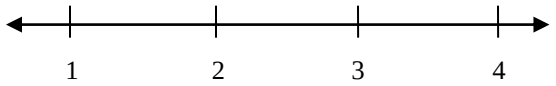
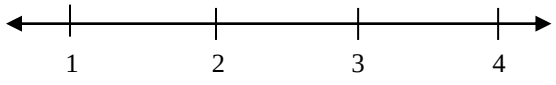
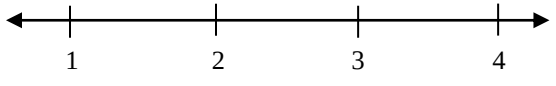
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Overall Rating** 

Students will:

Number and Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
12. Mentally add 10 or 100 to a given number 100 – 900, and mentally subtract 10 or 100 from a given number 100 – 900. [2-NBT8]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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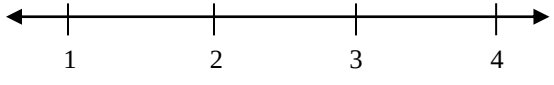
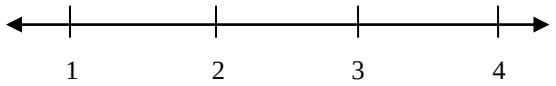
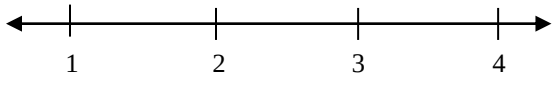
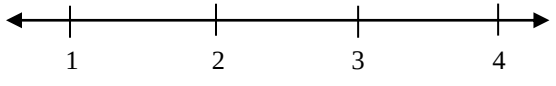
	Overall Rating 

Students will:

Number and Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
13. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) [2-NBT9]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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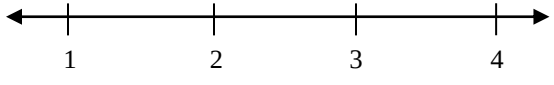
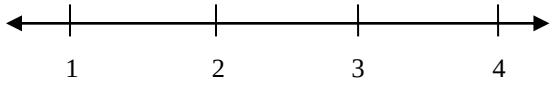
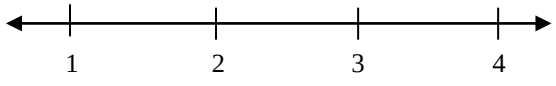
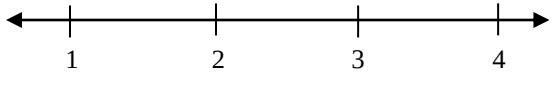
	Overall Rating 

Students will:

Measurement and Data

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
14. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. [2-MD1]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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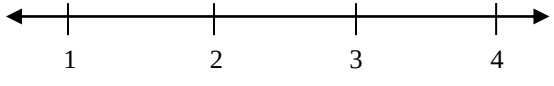
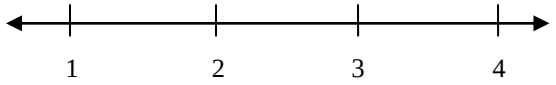
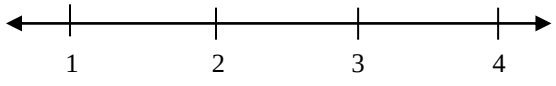
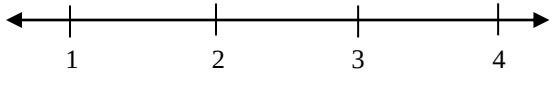
	Overall Rating 

Students will:

Measurement and Data

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
15. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. [2-MD1]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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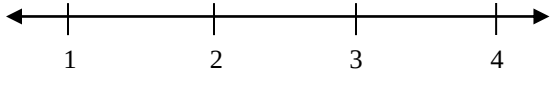
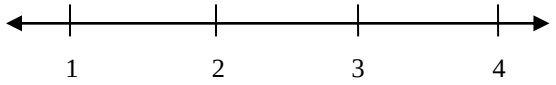
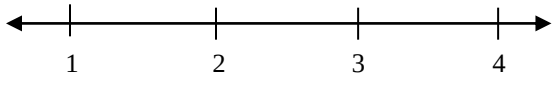
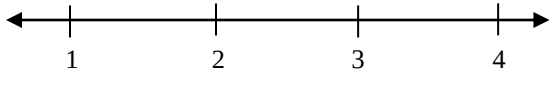
	Overall Rating 

Students will:

Measurement and Data

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
16. Estimate lengths using units of inches, feet, centimeters, and meters. [2-MD3]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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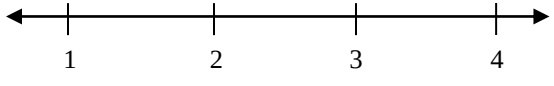
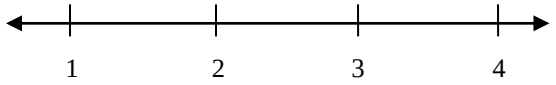
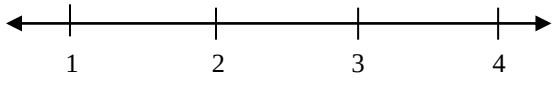
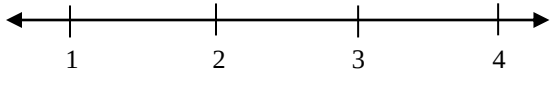
	Overall Rating 

Students will:

Measurement and Data

Measure and estimate lengths in standard units.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
17. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. [2-MD4]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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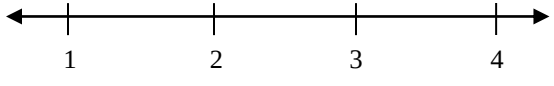
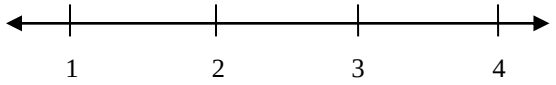
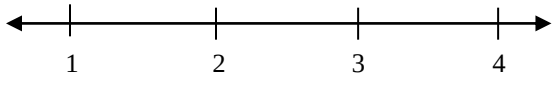
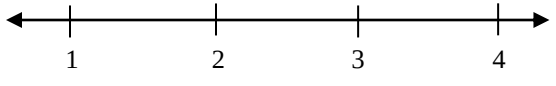
	Overall Rating 

Students will:

Measurement and Data

Relate addition and subtraction to length.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
18. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. [2-MD5]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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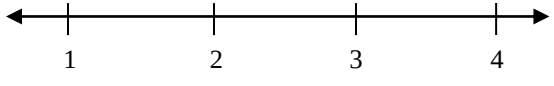
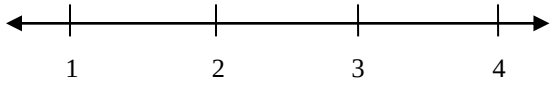
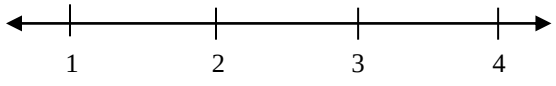
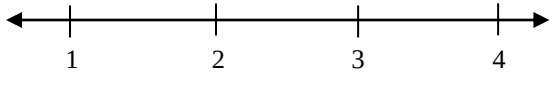
	Overall Rating 

Students will:

Measurement and Data

Relate addition and subtraction to length.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
19. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2…, and represent whole-number sums and differences within 100 on a number diagram. [2-MD6]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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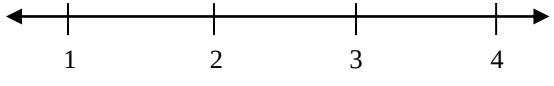
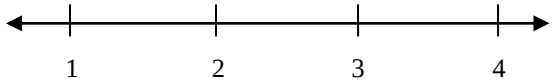
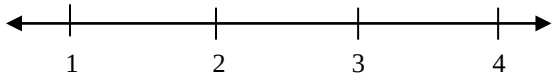
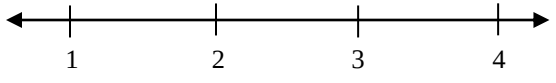
	Overall Rating 

TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 2

Students will:

Measurement and Data

Work with time and money.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
20. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. [2-MD7]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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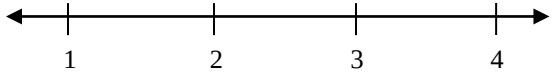
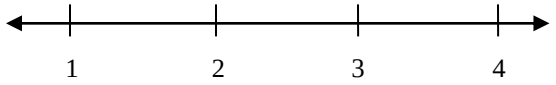
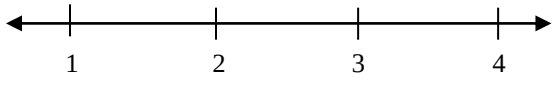
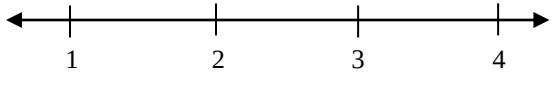
	Overall Rating 

Students will:

Measurement and Data

Work with time and money.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
21. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. [2-MD8] Example: If you have 2 dimes and 3 pennies, how many cents do you have?	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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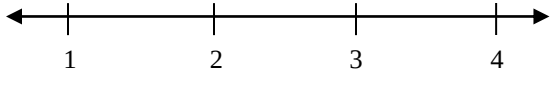
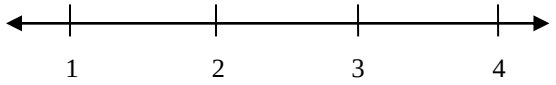
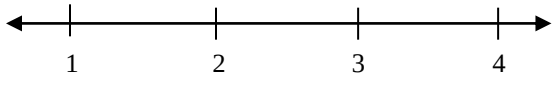
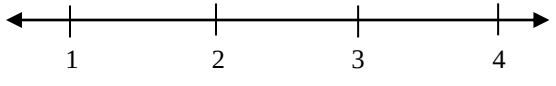
	Overall Rating 

Students will:

Measurement and Data

Represent and interpret data.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
22. Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. Show the measurements by making a line plot where the horizontal scale is marked off in whole-number units. [2-MD9]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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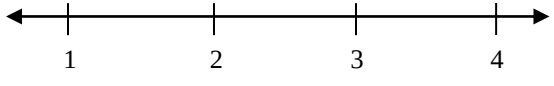
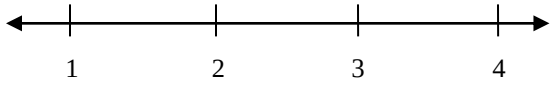
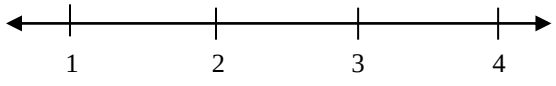
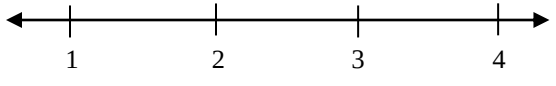
	Overall Rating 

Students will:

Measurement and Data

Represent and interpret data.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
23. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (See Appendix A, Table 1.) [2-MD10]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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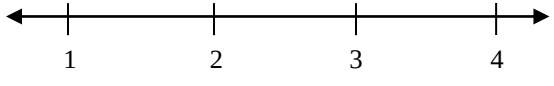
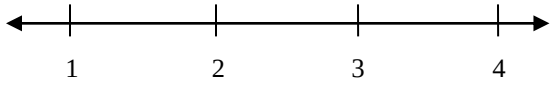
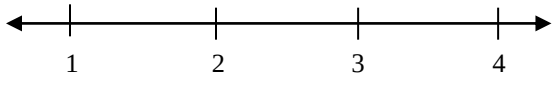
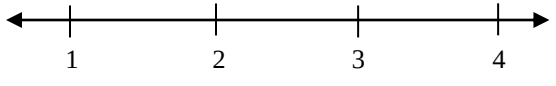
	Overall Rating 

Students will:

Geometry

Reason with shapes and their attributes.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
24. Recognize and draw shapes having specified attributes such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. [2-G1]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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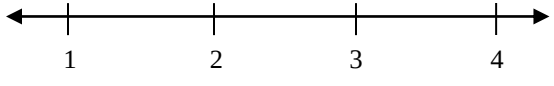
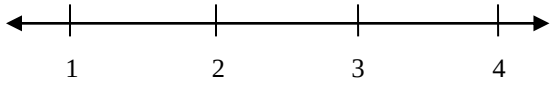
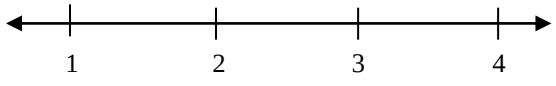
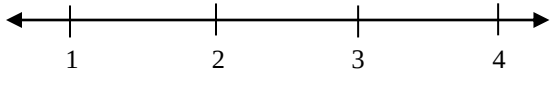
	Overall Rating 

Students will:

Geometry

Reason with shapes and their attributes.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
25. Partition a rectangle into rows and columns of same-size squares, and count to find the total number of them. [2-G2]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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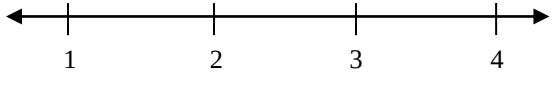
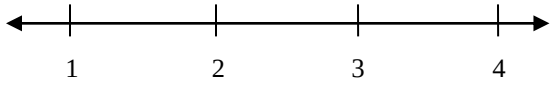
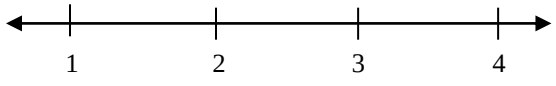
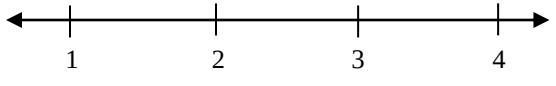
	Overall Rating 

Students will:

Geometry

Reason with shapes and their attributes.	**Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.**
26. Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape. [2-G3]	Important Mathematical Ideas  Skills and Procedures  Mathematical Relationships  **Summary/Justification/Evidence**
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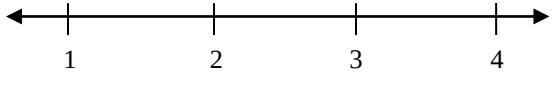
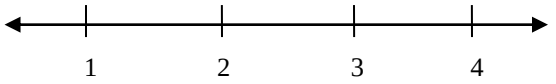
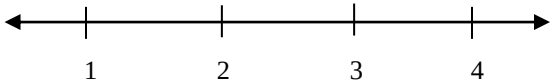
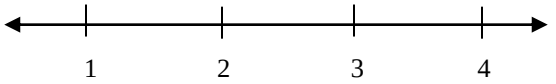
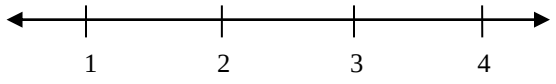
	Overall Rating 

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

Documenting Alignment to
Additional Criteria and Indicators

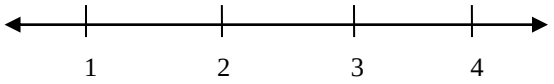
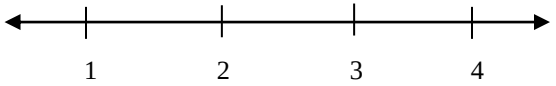
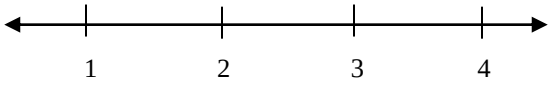
Content

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. 2. Content is free of bias and/or controversial information. 3. Content includes strategies for vocabulary instruction and graphic organizers. 4. Content includes assignments that encourage integration of other content areas to support a math concept/skill.	**Overall Rating**  **Overall Rating**  **Overall Rating**  **Overall Rating** 
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**

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

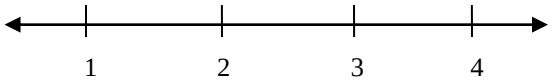
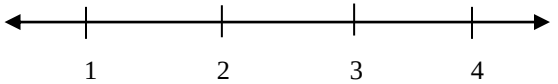
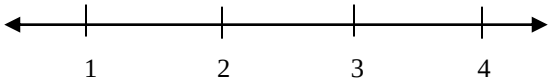
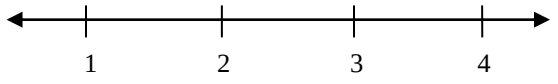
Documenting Alignment to
Additional Criteria and Indicators

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. 2. Technology is integrated with student activities so that students collect, organize, analyze, and present data. 3. Textbook and supplemental Contents are available online and/or on CD-ROM.	**Overall Rating**  **Overall Rating**  **Overall Rating** 
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**

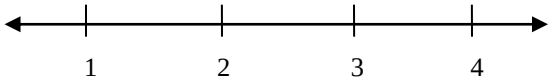
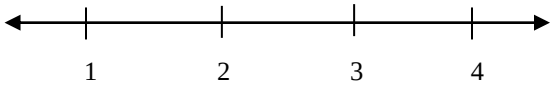
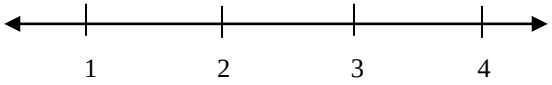
Documenting Alignment to
Additional Criteria and Indicators

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. 2. Guidance is provided to teacher regarding how assessment information can be used to inform instruction. 3. Rubrics are provided for grading some assignments. 4. Some opportunities are provided for students to check their own understanding.	**Overall Rating**  **Overall Rating**  **Overall Rating**  **Overall Rating** 
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**

Documenting Alignment to
Additional Criteria and Indicators

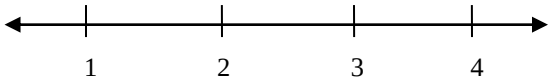
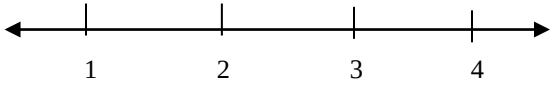
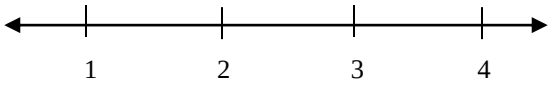
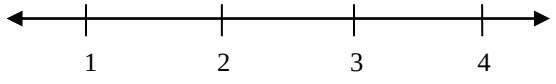
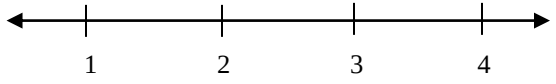
Assessment (Continued)

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. 6. Multiple means of assessments are used, informal as well as formal. 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**  **Overall Rating**  **Overall Rating** 
Indicate the chapter(s), sections, and/or page(s) reviewed.	**Summary/Justification/Evidence:**

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

Documenting Alignment to
Additional Criteria and Indicators

Instruction

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