

TEXTBOOK REVIEW FORM

MATHEMATICS

GRADE 4

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

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

Textbook/Series: _____

Edition _____ Copyright _____ Publisher _____

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

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.

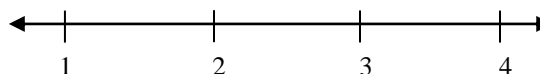
These students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into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



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

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

2. Reason abstractly and quantitatively.

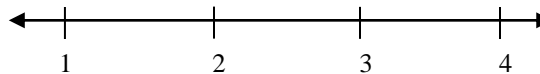
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships. One is the ability to *decontextualize*, to abstract a given situation and represent it symbolically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

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

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

Summary/Justification/Evidence

Overall Rating



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

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

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

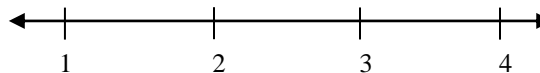
These students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases,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

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

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

Summary/Justification/Evidence

Overall Rating



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

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

4. Model with mathematics.

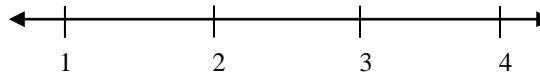
These students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, students might apply proportional reasoning to plan a school event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

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

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

Summary/Justification/Evidence

Overall Rating



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

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

5. Use appropriate tools strategically.

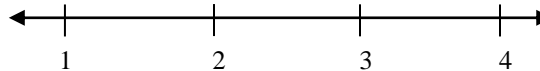
Mathematically proficient students consider available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient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

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

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

Summary/Justification/Evidence

Overall Rating



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

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

6. Attend to precision.

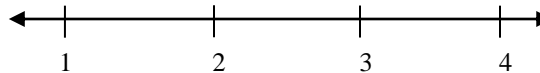
These students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. Mathematically proficient students are careful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

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

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

Summary/Justification/Evidence

Overall Rating



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

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

7. Look for and make use of structure.

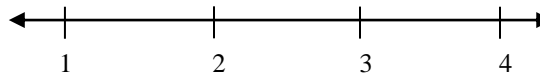
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will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



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

Documenting Alignment to the Standards for Mathematical Practice

Mathematically proficient students:

8. Look for and express regularity in repeated reasoning.

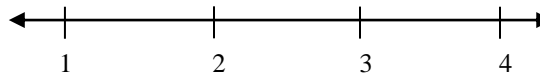
They notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again and conclude they have a repeating decimal. By paying attention to the calculation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

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

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

Summary/Justification/Evidence

Overall Rating



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

Textbook/Series: _____

Edition _____ Copyright _____ Publisher _____

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

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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

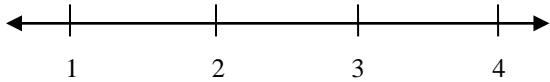
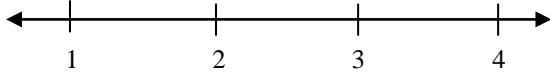
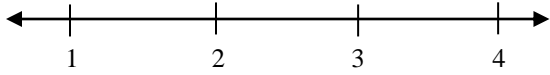
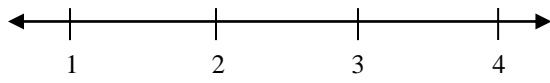
Operations and Algebraic Thinking

<p>Use the four operations with whole numbers to solve problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. [4-OA1]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← ----- ----- ----- ----- →</p> <p style="text-align: center;">1 2 3 4</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← ----- ----- ----- ----- →</p> <p style="text-align: center;">1 2 3 4</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← ----- ----- ----- ----- →</p> <p style="text-align: center;">1 2 3 4</p> </div> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating ← ----- ----- ----- ----- →</p> <p style="text-align: center;">1 2 3 4</p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

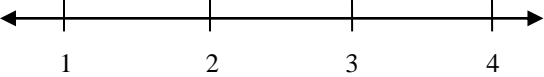
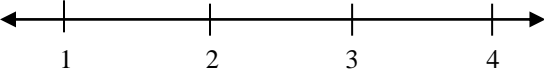
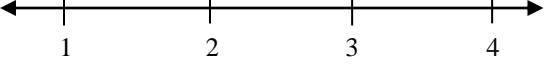
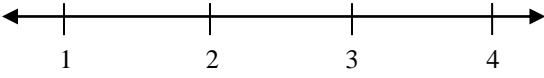
Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Appendix A, Table 2.) [4-OA2]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas </p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures </p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships </p> </div> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Operations and Algebraic Thinking

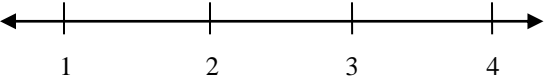
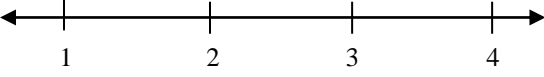
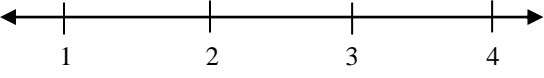
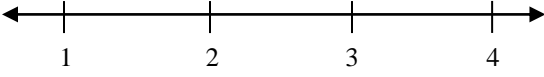
<p>Gain familiarity with factors and multiples.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite. [4-OA4]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations in Base Ten

[Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]

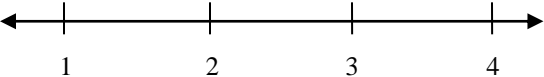
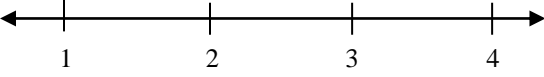
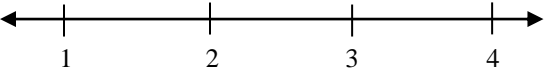
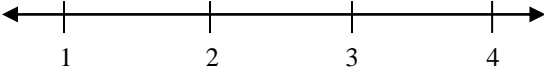
Generalize place value understanding for multi-digit whole numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>6. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. [4-NBT1] Example: Recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations in Base Ten

[Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]

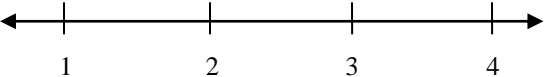
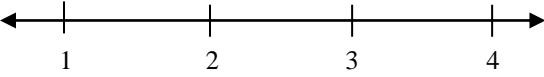
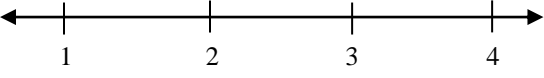
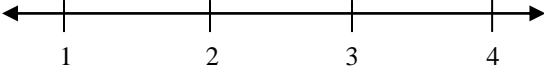
Generalize place value understanding for multi-digit whole numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>7. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. [4-NBT2]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas </p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures </p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships </p> </div> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations in Base Ten

[Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]

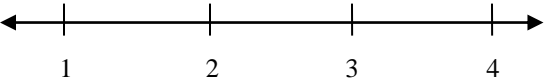
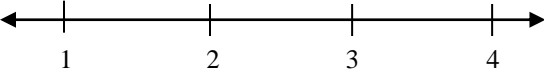
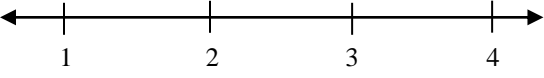
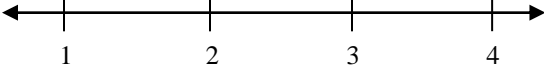
Generalize place value understanding for multi-digit whole numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>8. Use place value understanding to round multi-digit whole numbers to any place. [4-NBT3]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations in Base Ten

[Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]

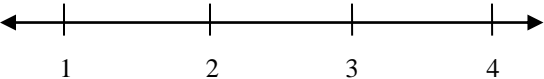
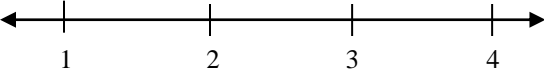
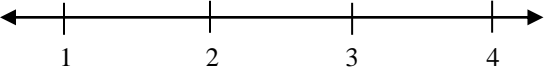
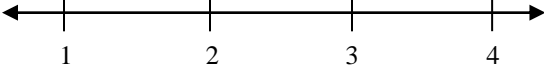
<p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>9. Fluently add and subtract multi-digit whole numbers using the standard algorithm. [4-NBT4]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations in Base Ten

[Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]

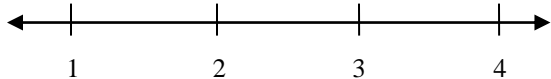
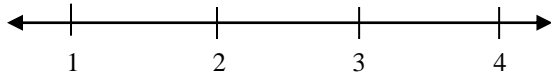
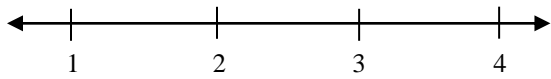
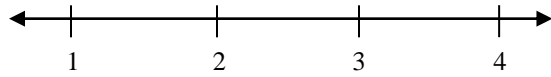
<p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>10. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [4-NBT5]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations in Base Ten

[Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]

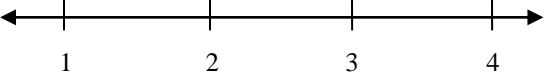
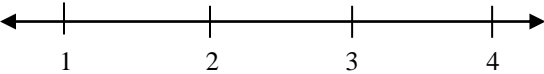
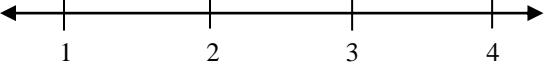
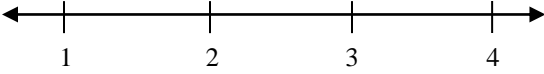
Use place value understanding and properties of operations to perform multi-digit arithmetic.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>11. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [4-NBT6]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas </p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures </p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships </p> </div> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations – Fractions

[Grade 4 expectations in this domain are limited to fractions with denominations 2, 3, 4, 5, 6, 8, 10, 12, and 100.]

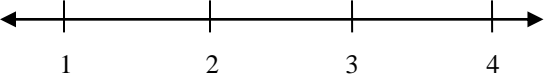
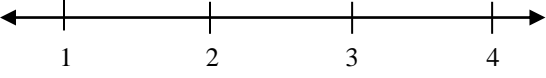
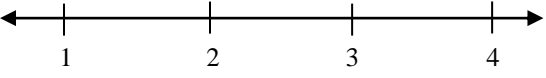
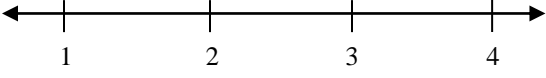
Extend understanding of fraction equivalence and ordering.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>12. Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{(nxa)}{(nxb)}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. [4-NF1]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations – Fractions

[Grade 4 expectations in this domain are limited to fractions with denominations 2, 3, 4, 5, 6, 8, 10, 12, and 100.]

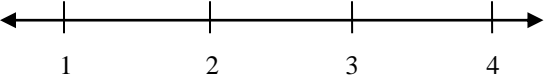
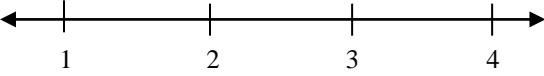
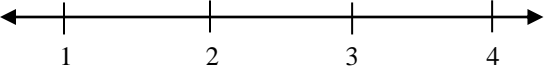
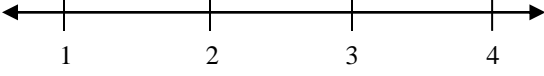
Extend understanding of fraction equivalence and ordering.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>13. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. [4-NF2]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas </p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures </p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships </p> </div> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations – Fractions

[Grade 4 expectations in this domain are limited to fractions with denominations 2, 3, 4, 5, 6, 8, 10, 12, and 100.]

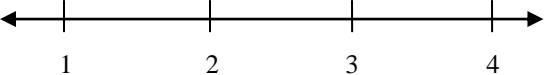
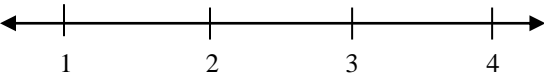
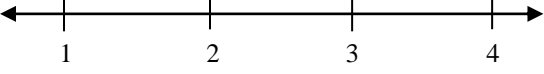
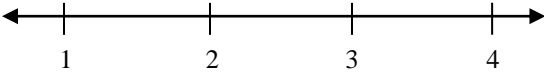
<p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>14. Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. [4-NF3]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations – Fractions

[Grade 4 expectations in this domain are limited to fractions with denominations 2, 3, 4, 5, 6, 8, 10, 12, and 100.]

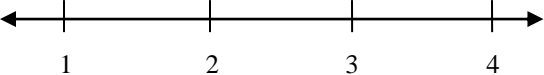
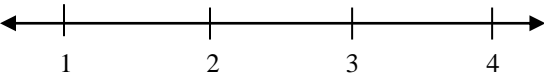
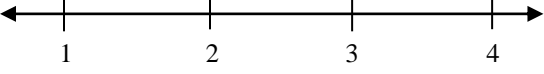
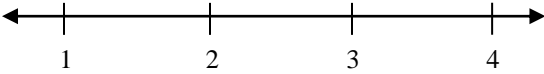
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. [4-NF3a]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations – Fractions

[Grade 4 expectations in this domain are limited to fractions with denominations 2, 3, 4, 5, 6, 8, 10, 12, and 100.]

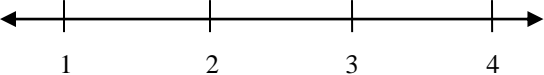
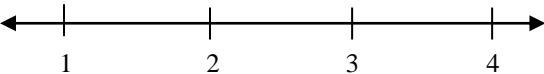
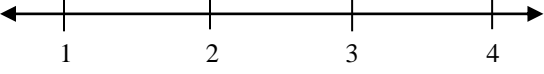
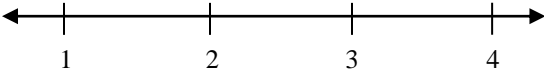
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. [4-NF3b]</p> <p>Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations – Fractions

[Grade 4 expectations in this domain are limited to fractions with denominations 2, 3, 4, 5, 6, 8, 10, 12, and 100.]

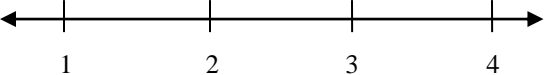
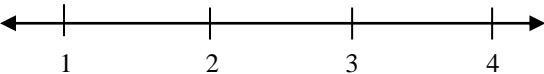
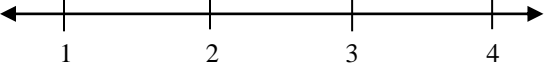
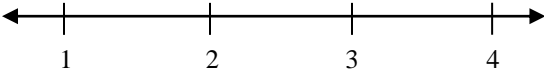
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. [4-NF3c]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations – Fractions

[Grade 4 expectations in this domain are limited to fractions with denominations 2, 3, 4, 5, 6, 8, 10, 12, and 100.]

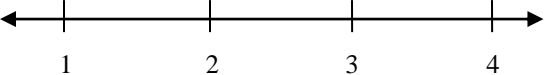
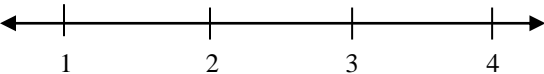
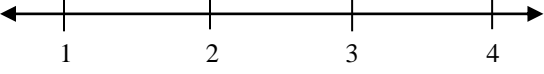
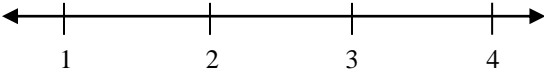
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. [4-NF3d]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations – Fractions

[Grade 4 expectations in this domain are limited to fractions with denominations 2, 3, 4, 5, 6, 8, 10, 12, and 100.]

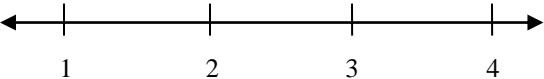
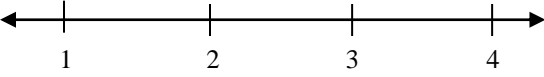
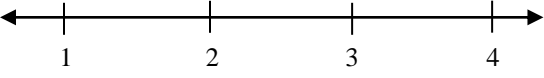
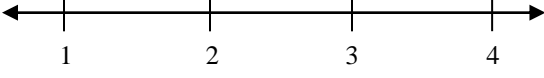
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>15. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. [4-NF4]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations – Fractions

[Grade 4 expectations in this domain are limited to fractions with denominations 2, 3, 4, 5, 6, 8, 10, 12, and 100.]

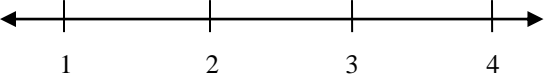
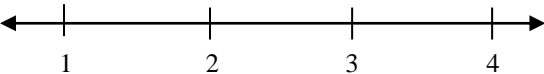
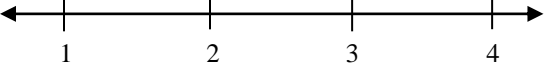
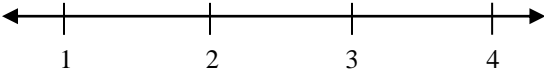
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. [4-NF4a]</p> <p>Example: Use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p><i>Indicate the chapter(s), sections, and/or page(s) reviewed.</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations – Fractions

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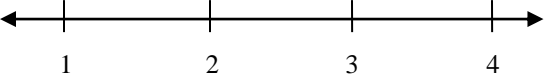
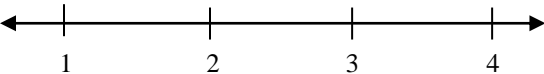
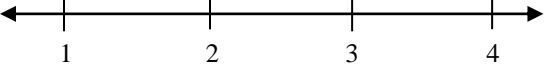
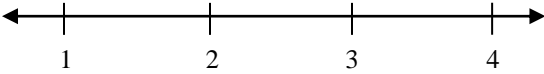
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. [4-NF4b]</p> <p>Example: Use a visual fraction model to express $3 \times \left(\frac{2}{5}\right)$ as $6 \times \left(\frac{1}{5}\right)$, recognizing this product as $\frac{6}{5}$. (In general, $n \times \left(\frac{a}{b}\right) = \frac{(n \times a)}{b}$.)</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations – Fractions

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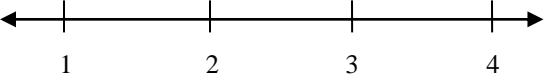
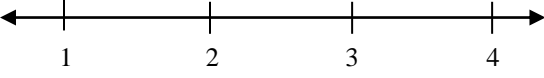
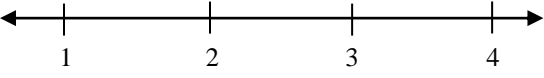
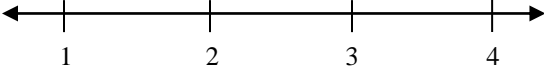
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. [4-NF4c]</p> <p>Example: If each person at a party will eat $\frac{1}{5}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between which two whole numbers does your answer lie? 38</p> <p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations – Fractions

[Grade 4 expectations in this domain are limited to fractions with denominations 2, 3, 4, 5, 6, 8, 10, 12, and 100.]

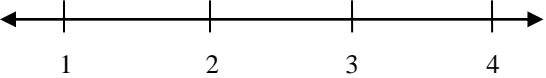
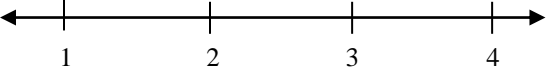
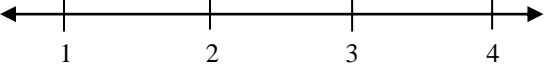
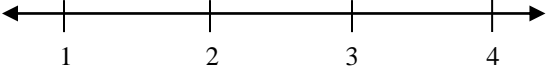
Understand decimal notation for fractions, and compare decimal fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>16. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) [4-NF5]</p> <p>Example: Express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations – Fractions

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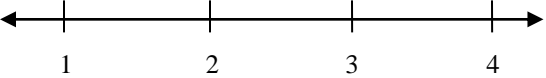
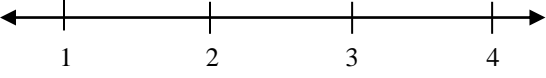
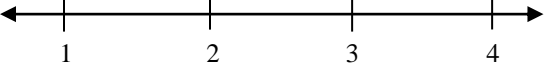
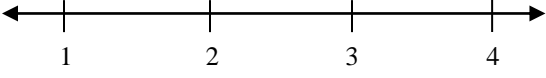
Understand decimal notation for fractions, and compare decimal fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>17. Use decimal notation for fractions with denominators 10 or 100. [4-NF6]</p> <p>Example: Rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas </p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures </p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships </p> </div> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Number and Operations – Fractions

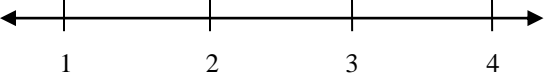
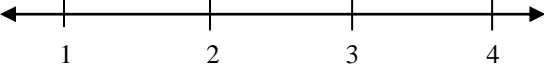
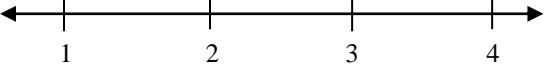
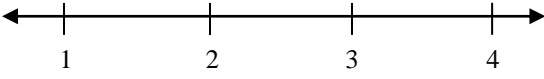
[Grade 4 expectations in this domain are limited to fractions with denominations 2, 3, 4, 5, 6, 8, 10, 12, and 100.]

Understand decimal notation for fractions, and compare decimal fractions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>18. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. [4-NF7]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas </p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures </p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships </p> </div> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

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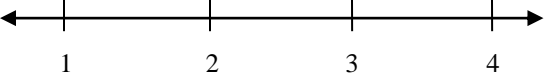
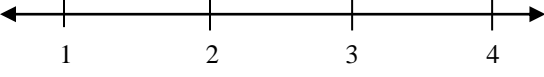
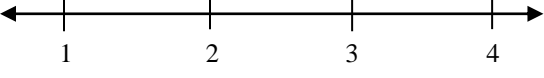
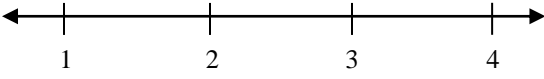
Measurement and Data

<p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>19. Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz; l, ml; and hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. [4-MD1] Examples: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

Measurement and Data

<p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>20. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. [4-MD2]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
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COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

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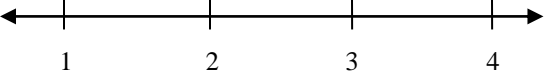
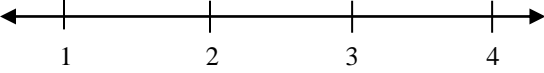
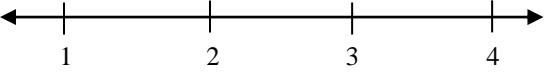
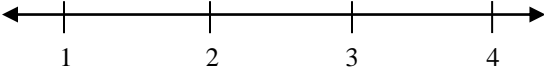
Measurement and Data

<p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p>21. Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. [4-MD3] Example: Find the width of a rectangular room given the area of the flooring and the length by viewing the area formula as a multiplication equation with an unknown factor.</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas ← ———— ———— ———— ———— →</p> <p style="text-align: center;">1 2 3 4</p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures ← ———— ———— ———— ———— →</p> <p style="text-align: center;">1 2 3 4</p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships ← ———— ———— ———— ———— →</p> <p style="text-align: center;">1 2 3 4</p> </div> <p>Summary/Justification/Evidence</p>
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**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

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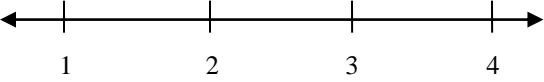
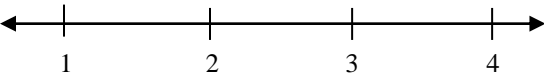
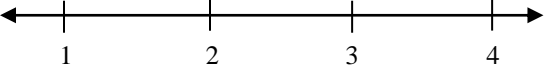
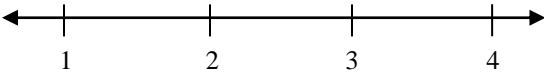
Measurement and Data

Represent and interpret data.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>22. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. [4-MD4] Example: From a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas </p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures </p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships </p> </div> <p>Summary/Justification/Evidence</p>
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COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

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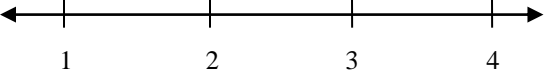
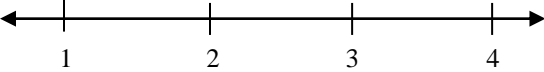
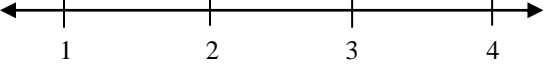
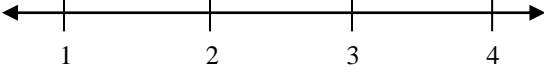
Measurement and Data

Geometric measurement: understand concepts of angle and measure angles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>23. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. [4-MD5]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
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COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

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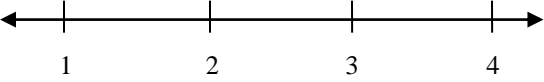
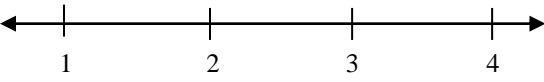
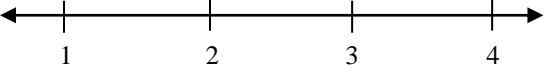
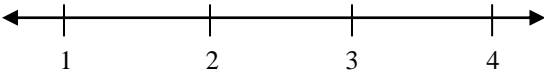
Measurement and Data

Geometric measurement: understand concepts of angle and measure angles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>a. An angle is measured with reference to a circle with its center at the common endpoint of the rays by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle” and can be used to measure angles. [4-MD5a]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

**TEXTBOOK REVIEW FORM - MATHEMATICS
COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

Students will:

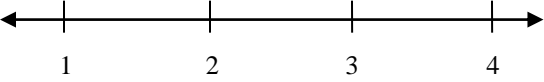
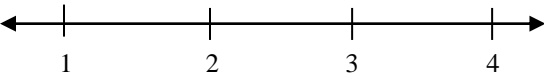
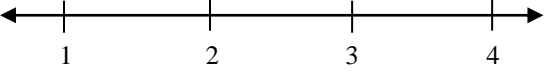
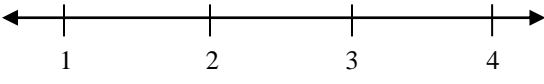
Measurement and Data

Geometric measurement: understand concepts of angle and measure angles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. [4-MD5b]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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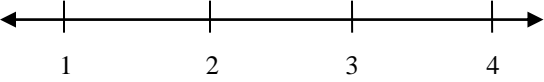
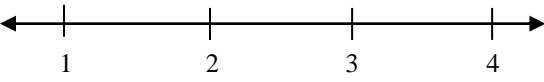
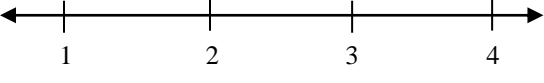
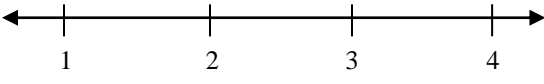
Measurement and Data

Geometric measurement: understand concepts of angle and measure angles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>24. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. [4-MD6]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

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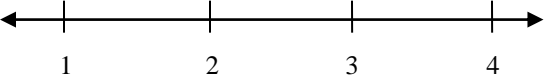
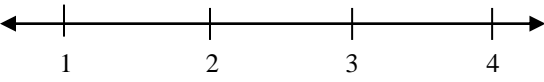
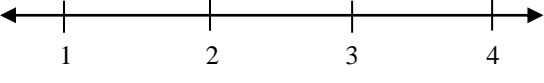
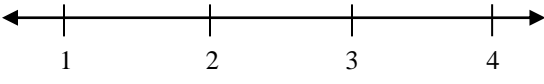
Measurement and Data

Geometric measurement: understand concepts of angle and measure angles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>25. Recognize angle measure as additive. When an angle is decomposed into nonoverlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world or mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. [4-MD7]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

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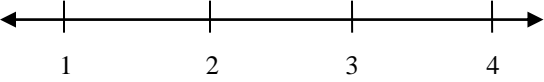
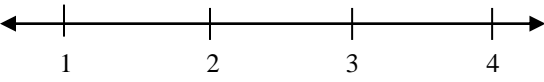
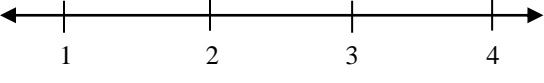
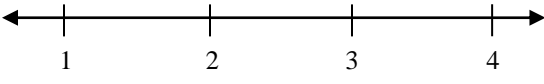
Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>26. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. [4-G1]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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COLLEGE- AND CAREER-READY STANDARDS – GRADE 4**

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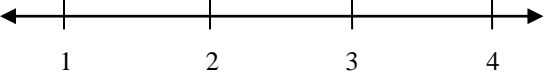
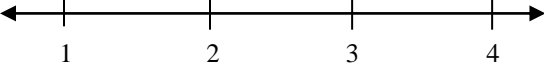
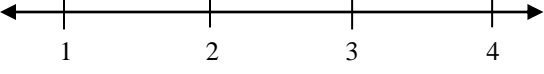
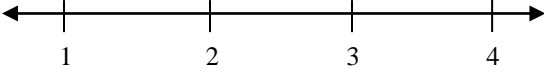
Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>27. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. [4-G2]</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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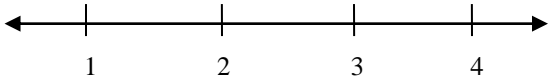
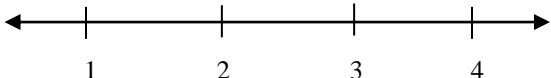
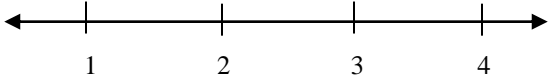

Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>28. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. [4-G3]</p>	<div style="margin-bottom: 10px;"> <p>Important Mathematical Ideas </p> </div> <div style="margin-bottom: 10px;"> <p>Skills and Procedures </p> </div> <div style="margin-bottom: 10px;"> <p>Mathematical Relationships </p> </div> <p>Summary/Justification/Evidence</p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
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TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – GRADES K-12

Documenting Alignment to Additional Criteria and Indicators

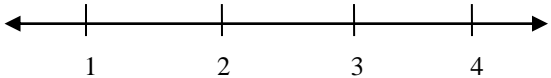
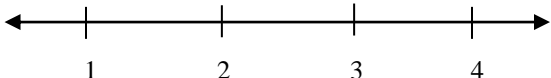
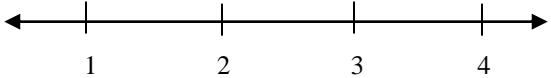
Content

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

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

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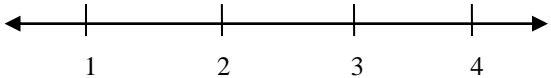
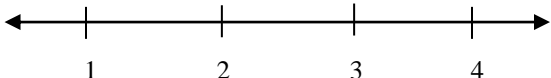
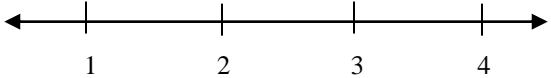

Technology

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
<ol style="list-style-type: none"> 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. 	<p>Overall Rating </p> <p>Overall Rating </p> <p>Overall Rating </p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p> 	<p>Summary/Justification/Evidence:</p>

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

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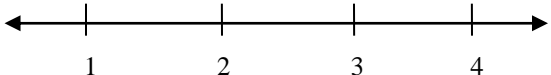
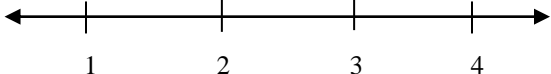
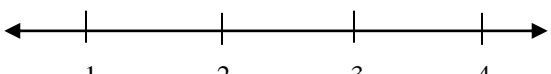
Assessment

Criteria and Indicators	Summary and documentation of how the additional criteria and indicators are met. Cite examples from the materials.
<ol style="list-style-type: none"> 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. 	<p>Overall Rating </p> <p>Overall Rating </p> <p>Overall Rating </p> <p>Overall Rating </p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p> 	<p>Summary/Justification/Evidence:</p>

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

**Documenting Alignment to
Additional Criteria and Indicators**

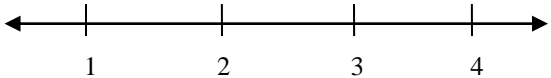
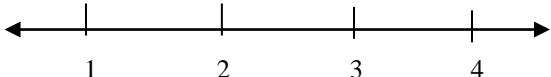
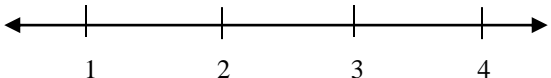
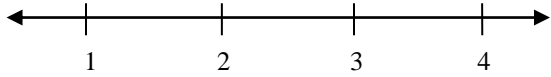
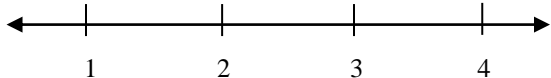
Assessment (Continued)

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

TEXTBOOK REVIEW FORM – MATHEMATICS – ADDITIONAL CRITERIA AND INDICATORS – 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.
<ol style="list-style-type: none"> 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. 	<p>Overall Rating </p> <p>Overall Rating </p> <p>Overall Rating </p> <p>Overall Rating </p> <p>Overall Rating </p>
<p>Indicate the chapter(s), sections, and/or page(s) reviewed.</p>	<p>Summary/Justification/Evidence:</p>