

Math Textbook Reviews:

Section 1, August 2014

Publisher: Houghton Mifflin Harcourt

Textbook Title: Go Math

Grade band: 3-5

| <b>Focus Metrics</b>  |     |
|---|-----|
| A. In any grade, materials are designed so teachers and students spend the large majority of their time on the major work of the grade (see Appendix A, page 8), with the majority of major work introduced early in the year.  | Yes |
| B. Topics from future grades are clearly identified as such in the materials and do not detract from focus  | Yes |
| C. Topics from earlier grades are used to support grade-level work. Content from prior grades is clearly indicated as such.   | Yes |
| D. The following topics are not introduced before the appropriate grade level:<br>Gr. 8 - similarity, congruence, or geometric transformations;<br>Gr. 7 - probability;<br>Gr. 6 - statistical distributions and statistical association or trends;<br>Gr. 4 - symmetry of shapes   | Yes |
| Does this textbook meet the requirements for focus?   | Yes |
| Justification/Notes:<br>A. Major Work of the Grade is documented for instructional scope and sequence at the beginning of the year.<br>B. Future grades material is clearly identified in the End of Year Resources and builds upon content. Twenty lessons clearly identified and thoroughly reviewed in 25 days.<br>C. Progression of standard is documented. In the Show What You Know Beginning in each chapter is used to support earlier grade work. Content is clearly identified as earlier grade work for instructional purposes within the scope of the lesson.<br>D. Topics are introduced at the appropriate grade level. |     |

| <b>Rigor Metrics</b>   |     |
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| A. In the major work of the grade, the three aspects of rigor are given full attention: conceptual understanding, procedural fluency, and application.   | Yes |
| B. High quality problems and questions designed to invite exploration and support conceptual understanding are included for content standards and clusters that explicitly call for it. A variety of conceptual problems enable students to connect mathematical ideas and representations, and transfer understandings to new situations. | Yes |
| C. The development of procedural fluency is robust for those standards that set explicit expectations for fluency. Sometimes problems are purely procedural, and none are based on non-mathematical tricks or mnemonics.   | Yes |
| D. Students are given opportunity to apply mathematical knowledge and skills for standards that set a clear expectation for solving real-world problems.   | Yes |

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| A variety of grade-level appropriate problems provide students the opportunity to apply mathematical models in a variety of contextual situations.  |     |
| Does this textbook meet the requirements for rigor?   | Yes |
| Justification/Notes:<br>A. All three aspects of rigor are given full attention: conceptual understanding, procedural fluency, and application within respect of the Major Work of the Grade.<br>B. Conceptual Understanding: Students are able to have daily practice of the concepts within the “Share and Show” of the lesson. In the Unlock the problem in the beginning of each lesson sets the foundation for mathematical problem solving with various solution paths welcomed. The THINK SMARTER enables students to connect and transfer ideas to new situations. Interactive Tool noted in the Teachers Edition with Assessing/Advancing questions to help students model and solve problems when misconceptions are still not addressed for students.<br>C. Procedural Fluency: Daily Routines incorporate fluency. In the On the OWN section, daily practice is provided to verbal and written procedural practice in the Daily Routines—FLUENCY BUILDERS.<br>D. The Think Smarter and Go Deeper Sections allow students to apply understanding in models, within their own understanding,<br>Within, Unlock the problem, students are engaged using manipulatives, diagrams, tools, and to address mathematical concepts to solve real word problems. |     |

**Were both non-negotiables in Section I met? Yes**

Optional Additional Comments from Reviewers: n/a

### Math Textbook Reviews: Section 2

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Textbook Title: Go Math

Grade band: 3-5

| Alignment Metrics  |   |
|--|---|
| A. Materials connect the math practices to the content standards in meaningful and intentional ways, preferentially for the major work of the grade. The development of the practices is well-grounded in content and not in isolation.  | 2 |
| B. Material include teacher-directed materials that explain the role of the practice standards in the classroom and in students' mathematical development. Problems and activities present opportunities for students to make use of and exhibit the practices as they work on content | 2 |
| C. Particular attention is given to MP3 - Construct viable arguments and critique the reasoning of others: Students are encourages to create and test mathematical arguments, make generalizations and provide justifications,   | 2 |

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| particularly in standards that explicitly call for it, in a manner of reasoning appropriate to the grade level.   |   |
| D. Particular attention is given to MP4 - Model with mathematics: Students should be given opportunities to apply mathematics learned in novel situations, with an appropriate tradeoff between the complexity and novelty of the problem and the newness of the content they are asked to use. Modeling problems should draw heavily from major work of the grade level or securely-held content, integrated across multiple domains/clusters where appropriate. | 2 |

| <b>Coherence Metrics</b>   |   |
|--|---|
| A. Connections are made within a grade between clusters and domains, where these connections are appropriate and natural, as set forth by the Standards (e.g., area models to multiplication in grade 3).  | 2 |
| B. For materials in a series, grade level progressions reflect the progressions as seen in the Standards, including the development of the practices. These progression connections are clearly indicated in the materials. Any discrepancies in content progressions enhance the required learning in each grade and are clearly aimed at helping students meet the Standards as written. | 2 |

| <b>Usability Metrics</b>   |   |
|--|---|
| A. Materials support teachers in ways such as the following: planning (including ideas for pacing), introducing lessons, assessment types, vocabulary. | 2 |
| B. Materials are clear and easy to read for students, teachers, parents. The design and graphics do not distract from the mathematics.                 | 2 |
| C. Materials include supports for all learners, e..g., EL, students who are below grade level, advanced students.                                      | 2 |

| <b>Sensitivity</b>  |     |
|---|-----|
| Please use the space below to note any concerns about sensitivity with this material. | n/a |