

Math Textbook Reviews:

Section 1, August 2014

Publisher: McGraw Hill

Textbook Title: My Math
Grade band: K-2

Focus Metrics	
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.	No
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.	No
D. The following topics are not introduced before the appropriate grade level: Gr. 8 - similarity, congruence, or geometric transformations; Gr. 7 - probability; Gr. 6 - statistical distributions and statistical association or trends; Gr. 4 - symmetry of shapes	Yes
Does this textbook meet the requirements for focus?	No
Justification/Notes: A. Meets the lower end of the suggested 65%-85% guidelines. The stated standards do not in fact adequately cover the major work of the grade. In addition, there's an imbalance in the number of lessons for topics in additional and supporting clusters versus those provided in areas that are for teaching the major work of the grade. A. There is a misunderstanding in 1.OA.A.1 and 1.OA.C.6, specifically "taking apart" (referring to problem structure discussed in the Addition and Subtraction Situational Word Problems table from the CCSS) and "decomposing" as presented and labeled in the lessons. This confusion is also evident in lessons containing the standards 2.OA.A.1 and 2.NBT.B.7. C. Lessons devote a greater amount of time to prior grade-level work than is necessary and is misrepresented as a current grade-level's major work of the grade. For example, second grade lessons on 1.OA.A.1 focused on addition/subtraction within 10 and should extend up to 20. The percentages of the major work of the grade are probably somewhat inflated as a result.	

Rigor Metrics	
A. In the major work of the grade, the three aspects of rigor are given full attention: conceptual understanding, procedural fluency, and application.	No
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.	No
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.	No

D. Students are given opportunity to apply mathematical knowledge and skills for standards that set a clear expectation for solving real-world problems. A variety of grade-level appropriate problems provide students the opportunity to apply mathematical models in a variety of contextual situations.	No
Does this textbook meet the requirements for rigor?	No
Justification/Notes: A. Overweighted on algorithms/procedural fluency. B. Increase conceptual understanding in lessons is necessary. Majority of work is focused on procedural algorithms. C. There's evidence in lesson material for students to acquire procedural fluency; however, opportunities for practice and application are limited. D. Variety in problem structure is limited with the unknown occurring in the same position frequently. Real-world opportunities are also available but limited within each lesson. A-D. The basic materials (Teacher and Student Editions) must contain the level of rigor needed to master the standards. However, we find that in order to reach that level, additional resource components would need to be accessed.	

Were both non-negotiables in Section I met? No

Optional Additional Comments from Reviewers:

Grade	Comments
2	A. (Major Work) Lessons in Chapter 2 addressing standards 2.OA.C.3 & 4 are included early in the year and because they're not major work of the grade and a foundational skill for third grade should be moved to later in the year.
1	1
0	Lessons on Geometry (not a major work of the grade) entail a large number of lessons-could be lessened or combined.