

Math Textbook Reviews:

Section 1, August 2014

Publisher: Curriculum Associates

Textbook Title: TNCORE

Grade band: 6-8

Focus Metrics	
A. In any single course, materials are designed so teachers and students spend at least 50% of their time on the Widely Applicable Prerequisites (see Appendix B).	Yes
B. Topics from future courses are clearly identified as such in the materials and do not detract from focus.	Yes
C. Topics from earlier grades/courses are used to support grade-level work. Content from prior grades/courses is clearly indicated as such.	Yes
Does this textbook meet the requirements for focus?	Yes
Justification/Notes: After thorough review of the material provided, we have reached the consensus that this publication meets the basic details of this rubric. However, we feel the listing of the prerequisite skills should be more detailed for new teachers to understand the foundation and progression of the learning.	

Rigor Metrics	
A. For the widely applicable prerequisites, 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. Materials support the development of fluency, including opportunities to practice algebraic manipulation and computation, appropriately apply tools, and use technology. Sometimes problems are purely procedural, 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 modeling. A variety of grade-level appropriate problems provide students the opportunity to apply mathematical models in a variety of contextual situations using knowledge and skills articulated in the standards prior to or during the current course.	Yes
Does this textbook meet the requirements for rigor?	Yes
Justification/Notes: After reviewing this textbook, we feel it meets the basics of the rubric and clusters; however, some specifics of the clusters do NOT have all the SUB-categories covered in DEPTH. See below notes. We also feel that this material is filled with rigor, but limited on the basic procedural fluency. There is also limited amount of prerequisite practice and RTI practice to reach students below grade level. This is a good resource for on-level and excelling students.	

Were both non-negotiables in Section I met? Yes

Optional Additional Comments from Reviewers:

The following is in reference to grade 7:

In lessons 4 and 6, 7.NS.A.2 is listed as the major work of the grade cluster that will be met in the lesson. The sub-cluster 7.NS.2.a specifically mentions “distributive property” but is not mentioned in these lessons. Commutative, Identity, and Zero properties are mentioned in lesson 4, but the standards specifically reads, “understand that multiplication is extended from the fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, PARTICULARLY THE DISTRIBUTIVE PROPERTY.” Because this property is the specific property of operation mentioned, we feel it should be addressed in at least one of the lessons covering the major cluster.

In response to “distributive property” being added to Lesson 4... Lesson 4 now introduces the distributive property, however not in detail or with fractions. The example given lacks clarity, and this property is not presented as in-depth as the standard suggests. The standard says, “Understand that multiplication is extended from **fractions** to rational numbers by requiring that operations continue to satisfy the properties of operations, PARTICULARLY THE **DISTRIBUTIVE PROPERTY...**”

Math Textbook Reviews: Section 2

Publisher: Curriculum Associates

Textbook Title: Ready TN Core

Grade band: 6-8

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, particularly in standards that explicitly call for it, in a manner of reasoning appropriate to the grade level.	2

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
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Coherence Metrics	
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.	1

Usability Metrics	
A. Materials support teachers in ways such as the following: planning (including ideas for pacing), introducing lessons, assessment types, vocabulary.	1
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.	1

Sensitivity	
Please use the space below to note any concerns about sensitivity with this material.	n/a

Other Comment: Justifications for scores of 1... 6B. We feel this textbook minimally shows the progression of lessons across grade levels. The Teachers' Editions have an outline of standards at the beginning of a Unit to indicate the progression of the Unit across grade levels; however, the numbers are only given which makes it harder for a new teacher to make the connections without using other resources. Prerequisite skills are also listed in some lessons, but are very broad in nature. 7A. We feel this material is appropriate for seasoned teachers; however, the "Step-by-Step" instructions are basic instructions of how to read through the lesson with your students. The vocabulary is located throughout the lessons and not found in a specific "glossary" at the end of the book, which may or may not be important to districts and/or educators. 7C. Although ELL support is listed in most lessons, the suggestions are basic vocabulary you would use with all students. Districts with high levels of ELL students may want to add other resources to reach all learners' needs. This series is mainly geared for the mid to

higher level learner. Teachers with below grade level students will need to use other resources to build the foundational knowledge needed for some higher order lessons.

