

# SUMMARY COMPARISON of 6<sup>th</sup> grade Math texts approved for 2007 local Texas adoption

**Nonconforming\***

<b>SAXON MATH</b> <i>Course 1</i> (Harcourt Achieve, 2007)	<b>MATH</b> <i>Course 1</i> (McDougal, 2007)	<b>HOLT MATH</b> <i>Course 1</i> (Holt, 2007)	<b>TEXAS MATH</b> <i>Course 1</i> (Prentice, 2008)	<b>TEXAS MATH</b> <i>Course 1</i> (Glencoe, 2007)	<b>EVERYDAY MATH</b> (McGraw, 2004)	<b>CONNECTED MATH 2</b> (Prentice, 2008)
--	--	---	--	---	--	---

How much do these texts stress ...

reinventing algorithms more efficiently memorized?	Teaches standard algorithms; develops concepts incrementally	Teaches standard algorithms	Teaches standard algorithms	Teaches standard algorithms	Usually teaches standard algorithms	Students often learn non-standard algorithms or invent their own algorithms.	Protracted student efforts to invent own algorithms preempt class time, multiply redundancies.
calculator dependence over mental training?	Calculator use suggested for 34 problems, not expected elsewhere	Calculator use stipulated for 157 problems, not expected elsewhere	Calculator use stipulated for 69 problems, accepted elsewhere	Calculator use stipulated for 110 problems, accepted elsewhere	Calculator use stipulated for 245 problems, accepted elsewhere	Calculator use encouraged about 57% (4/7) of the time overall	Calculator use encouraged for most problems
estimation over exact answers?	92 problems require estimation, not exact answers (rounding not counted).	416 problems require estimation, not exact answers (rounding not counted).	314 problems require estimation, not exact answers (rounding not counted).	290 problems require estimation, not exact answers (rounding not counted).	455 problems require estimation, not exact answers (rounding not counted).	161 problems require estimation, not exact answers (rounding not counted). Heavy calculator use de-emphasizes estimation.	158 problems require estimation, not exact answers (rounding not counted). Heavy calculator use de-emphasizes estimation.
peer dependence over personal skill-building?	Stresses independent work, except: 9 activities for pairs or small groups; all but 2 are in TE only	Stresses independent work, except: 26 group "Activity" exercises including games that introduce chapters	49 suggested group activities, 13 of these in SE	80 group activities, usually for pairs; includes recurring "Alternative Assessments" for student pairs	26 group activities; most suggested in TE, not SE	175 suggested group activities, most for partners, dilute independent work.	114 activities for pairs or small groups; part of every lesson

How thoroughly do the texts reinforce these skills?

adding and subtracting decimals	364 problems (no calculator dependence)	164 problems (no calculator dependence)	177 problems (calculator used if faster)	165 problems (calculator used if faster)	144 problems (calculator used for large numbers)	79 problems (not including games, which may or may not use calculators)	113 problems (calculator used for all but initial problems on these operations)
adding and subtracting fractions	379 problems (no calculator dependence)	407 problems (no calculator dependence)	493 problems (suggests converting fractions to decimals on calculator before solving)	322 problems (suggests use of "fraction calculator")	406 problems (calculator not used for adding and subtracting fractions)	246 problems (suggests use of "fraction calculator")	152 problems (calculator not used for adding and subtracting fractions)
multiplying and dividing decimals	607 problems (no calculator dependence)	505 problems (no calculator dependence)	527 problems (calculator used if faster)	256 problems (calculator used if faster)	422 problems (calculator used for large numbers)	209 problems (not including games, which may or may not use calculators)	280 problems (calculators encouraged for all but initial problems on these operations)
multiplying and dividing fractions	470 problems (no calculator dependence)	415 problems (no calculator dependence)	454 problems (suggests converting fractions to decimals on calculator before solving)	297 problems (suggests use of "fraction calculator")	343 problems (calculator not used for multiplying and dividing fractions)	446 problems (suggests use of "fraction calculator")	316 problems (calculator use accepted but not encouraged for these operations)
finding area and perimeter of geometric shapes	Thorough (2 of our 11 pages of documentation cover this)	Thorough (2 of our 11 pages of documentation cover this)	Fair (2 of our 11 pages of documentation cover this)	Poor (2 of our 11 pages of documentation cover this)	Fair (2 of our 11 pages of documentation cover this)	Minimal (2 of our 11 pages of documentation cover this)	Inconsistent (Strong on some topics, weak on others (see our documentation))
<b>OVERALL RATING</b>	<b>BEST</b>	<b>GOOD</b>	<b>FAIR</b>	<b>FAIR</b>	<b>POOR</b>	<b>VERY POOR</b>	<b>WORST</b>

Daily number fact practice during 1<sup>st</sup> semester; daily mental math exercises all year

\* The Texas textbook review panel found that *Everyday Math* meets 64.10% of Texas 6<sup>th</sup> grade Math standards (see pp. 1-3 at <http://www.tea.state.tx.us/textbooks/materials/proc2004teksnot.pdf>).

For full, fast documentation, contact:

*Educational Research Analysts* • P.O. Box 7518 • Longview, Texas 75607 • phone 903/753-5993 • fax 903/753-8424 • e-mail – [info@textbookreviews.org](mailto:info@textbookreviews.org)