

Emphasis on mastery of basic addition, subtraction, multiplication and division facts in 3rd Grade Math texts submitted for 1999 Texas adoption

	Saxon (1997) <i>Math 3</i> 140 lessons	SRA (1999) <i>SRA Math</i> 154 lessons	Harcourt (1999) <i>Math Advantage</i> 28 chapters	Scott-Addison (1999) <i>Math</i> 12 chapters	Silver (1999) <i>The Path to Math Success</i> 12 chapters	McGraw (1999) <i>Math in My World</i> 12 chapters	Everyday Learning (1998) <i>Everyday Math</i> 120 lessons
Do student activities stress automatic number-fact recall, not reinvention strategies*?	YES Daily quizzes and basic fact practice	YES Daily "Mental Math" exercises practice rapid recall of basic facts. Many games are designed for fact practice.	LESS EMPHASIS Student text stresses reinvention strategies* (e.g., pp. 1-5, 14, 15, 68, 70, 107). Occasional, but not daily, fact-recall practice (e.g., TE, pp. 5, 16D, 204D, 210, 219, 242D). Most fact-recall practice is in back of book (TE, pp. H124A, B1-B2).	SOMETIMES 3 games practice multiplication facts (pp. 249, 260). Division-fact activities do not stress automaticity (p. 305). Addition and subtraction number-fact review in early chapters only.	VERY RARELY Much emphasis on reinvention strategies* (e.g., pp. 46, 56, 58, 230) Minimal activities for number-fact recall in student text. Only some daily "Math Minutes" cover number-fact recall.	SOMETIMES Student text stresses reinvention strategies* (e.g., pp. 3,6, 33, 20). Several number-fact card games suggested (e.g., p. 211; TE, pp. xiD, 291B, 239D, 5). Brief "Daily Reviews" include only four "FAST FACTS" each.	YES Many number-fact games (e.g., "Beat the Calculator") and choral drills (e.g., Teacher's Reference Manual, pp. 109-110, 111, 166, 177).
Are timed number-fact tests or quizzes provided with instructions for use?	YES 45-second daily quizzes	MOSTLY 3- or 4-minute speed tests for addition, subtraction and multiplication (pp. 38, 176, 177 and TE, p. 36) but division-fact test is not timed (p. 192).	AVAILABLE, OPTIONAL Number-fact tests of 80 problems each are more extensive than in the SRA, but with no <i>specific</i> time suggested [TE, p. H121-H124 (tests); TE, p. H124A (Ideas for using tests)].	NO Tests are not timed and include few number facts.	SOMETIMES Daily "Math Minutes" (many of 5 or 6 basic facts) are timed but are far fewer than in Saxon. "Checkpoints" on multiplication and division facts are not timed (pp. 224, 350).	NO Tests are not timed and include few number facts. The four "FAST FACTS" in each "Daily Review" lack suggested time limits or instructions for use.	NO See <i>Teacher's Manual & Lesson Guide</i> , p. 145, par. 3 — p. 146, top of page.
Does the Teacher's Edition (TE) stress importance of automatic recall of number facts?	YES See TE, p. v, par. 2, lines 1-4.	YES See TE, p. T25.	AMBIGUOUS TE is ambivalent on automaticity. Contrast TE, p. E4, col. 2, par. 6, and TE, p. E15, col. 2, par. 2, lines 1-3 with TE, p. E15, col. 2, par. 3, lines 6-8 and TE, p. H124A, col. 1, par. 1, lines 1-3.	NO "Students may want to use calculators to solve all the addition problems. For exercises 2a-2f suggest that students use them only to check their work." — TE, p. 96B, col. 1, par 2	NO "Focus on the process of finding an answer, not the answer itself." — TE, p. xvii	NO "... there are many ways to find sums; [students] should choose the way they think is easiest." — TE, p. 9, right margin, lines 2-4	CONTRADICTIONARY Contrast <i>Teacher's Reference Manual</i> , p. 125, par. 4 with <i>Teacher's Reference Manual</i> , p. 109, par. 1-3.
OVERALL rating:	↑ best	↑ very good	↑ fair	↑ poor	↑ poor	↑ very poor	↑ worst

* "Reinvention strategies" include "count on," "make a ten," "use doubles," "count back," "count up," "draw an array," "skip count," "use models," and "find patterns."