*This advisory recommendation has not been approved by the Instructional Quality Commission or the State Board of Education*

# Review Panel Advisory Recommendation 2025 Mathematics Instructional Materials Adoption

| **Publisher** | **Program** | **Grade Level(s)** |
| --- | --- | --- |
| McGraw Hill | *California Reveal Math®* | K–5 |

## Program Summary:

The *California Reveal Math®* K–5 program includes the following: SE: Student Edition, TE: Teacher’s Edition, PPT: PowerPoint, V1: Volume 1, V2: Volume 2, Assessment Resource Book, SMP Rubrics.

## Recommendation:

*California Reveal Math®* is recommended for adoption for kindergarten through grade five because the instructional materials include content as specified in the *California Common Core State Standards for Mathematics* (*CA CCSSM*) and meets the rest of the criteria in category 1 with strengths in categories 2–5.

### Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports teaching to the *CA CCSSM* for the intended grade level(s) in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*. The program meets all of the evaluation criteria in category 1.

#### Citations:

* Criterion 1.1: Grade K, TE V2 pp. A10–A16
* Criterion 1.1: Grade 1, TE V1 pp. A14–16
* Criterion 1.1: Grade 2, TE V1 pp. A1–A3
* Criterion 1.1: Grade 3, TE V1 pp. 99–108
* Criterion 1.1: Grade 4, SE V2 pp. 39–42
* Criterion 1.1: Grade 5, TE V2 p. 236
* Criterion 1.3: Grade 3, TE V1 p. 210
* Criterion 1.3: Grade 4, Assessment Resource Book p. 153
* Criterion 1.4: Grade 1, TE V1 p. 2
* Criterion 1.4: Grade 2, TE V2 p. 129

### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

#### Citations:

* Criterion 2.1: Grade 3, Content Guide p. 2
* Criterion 2.3: Grade 2, TE 2 p. 572
* Criterion 2.4: Grade 4, TE 1 p. 126
* Criterion 2.5: Grade 5, TE 2 p. 119
* Criterion 2.7: Grade 1, SE 1 pp. S1–S2

### Criteria Category 3: Assessment

The instructional materials contain strategies and tools for continually assessing student understanding and opportunities for new learning.

#### Citations:

* Criterion 3.1: Grade 1, Assessment Resource Book pp. 1–6
* Criterion 3.1: Grade 5, SMP Rubrics
  + Student Digital Resource, Blackline master of the SMP Rubric (<https://my.mheducation.com/secure/reviewer/b5dd4f55-a6cc-4fd3-b9cd-9da42b7b84e8/ea0df482-7497-49ac-827e-2434f1be98ba/4add88ec-0881-49d5-a28a-211086f7bfb1/staticasset?absassetid=8c00e9975d9142db8994072a88abad17>)
  + Teacher Resource, Guide for SMP Rubric (<https://my.mheducation.com/secure/reviewer/b5dd4f55-a6cc-4fd3-b9cd-9da42b7b84e8/ea0df482-7497-49ac-827e-2434f1be98ba/16205136-c6e8-4483-b523-659af543497e/staticasset?absassetid=086d1787c86b44f89699362bc67e81b8>)
* Criterion 3.2: Grade 3, Assessment Resource Book pp. 203–210
* Criterion 3.4: Grade K, TE 2 p. 114
* Criterion 3.6: Grade 4, Assessment Resource Book pp. 87–88

### Criteria Category 4: Access and Equity

Program resources incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning through lessons that are relevant to the students. Instructional resources include suggestions for teachers on how to differentiate instruction to meet the needs of all students. Instructional resources provide guidance to support students who are English learners, at-promise, advanced learners, and students with learning disabilities.

#### Citations:

* Criterion 4.1: Grade 4, Unit Planner, TE V1 pp. 2–13
* Criterion 4.1: Grade 3, Common Misconceptions, TE V1 p. 212
* Criterion 4.3: Grade 1, Actionable Strategies for Teachers, TE V1 p. 317
* Criterion 4.3: Grade 5, Lesson Check Recommendations, TE V1 p. 180
* Criterion 4.4: Grade 2, Multilingual Learner Scaffolds, TE V1 p. 409

### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map to assist teachers when planning instruction for the specific needs and context of their students. The instructional resources support Universal Design for Learning and culturally and linguistically responsive instruction to improve and optimize teaching and make learning more equitable.

#### Citations:

* Criterion 5.1: Grade 5, Content Guide, Unit 3 (<https://my.mheducation.com/secure/reviewer/b5dd4f55-a6cc-4fd3-b9cd-9da42b7b84e8/ea0df482-7497-49ac-827e-2434f1be98ba/f863517b-73c9-49fc-83ae-881ee4ccedf8/epub?cfi=epubcfi(%2F6%2F12%5Bdata-uuid-39358027326c4879a2cdc9b5bbe2097e%5D!%2F4%2F2%5Bdata-uuid-d02ddac27fc642ad8c0870b633d3d85c%5D%2F4%2F3%2C%3A0%2C%3A15)&epubid=sn_1bac61>)
* Criterion 5.6: Grade 3, SE Digital, Array Tool (<https://my.mheducation.com/secure/reviewer/d92c7e69-1b4f-47c1-bd6e-fd9c05dcc705/ac944adf-7f6e-4ec7-8732-94a96fe91341/6105ec34-1d72-479a-a971-ccdfbca1ac43/epub?cfi=epubcfi(%2F6%2F218%5Bdata-uuid-d1fe0d76bd204a8b919f93f578c0eebd%5D!%2F4%2F12%5Bdata-uuid-c6461fe1510845e6962758425949df24%5D%2F4%5Bdata-uuid-a05a6e90ef3e4b7e86466180a25c2244%5D%2F2%5Bdata-uuid-b4880f586a434e75aca1564cd47adadf%5D%2F1%2C%3A0%2C%3A18)&epubid=sn_a74ebe>)
* Criterion 5.6: Grade 2, TE V1 (Collaborative Work) pp. 83–84
* Criterion 5.8: Grade 4, TE V1 (Collect and Assess Student Work) p. 456

## Edits and Corrections:

None

## Social Content Citations:

None

California Department of Education, August 2025