*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)** |
| --- | --- | --- |
| Barobo, Inc. | *RoboBlocky Math* | **K–8** |

## Program Summary:

The *RoboBlocky Math* K–8 program includes the following: Teacher Edition (TE); Student Edition (SE); RoboBlocky Website; RoboBlocky Math: Kindergarten Workbook; RoboBlocky Math: Grade 1 Workbook; RoboBlocky Math: Grade 2 Workbook; RoboBlocky Math: Grade 3 Workbook; RoboBlocky Math: Grade 4 Workbook; RoboBlocky Math: Grade 5 Workbook; RoboBlocky Math: Grade 6 Workbook; RoboBlocky Math: Grade 7 Workbook; RoboBlocky Math: Grade 8 Workbook.

## Recommendation:

*RoboBlocky Math* is recommended for adoption for kindergarten through grade eight 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: (K.OA.2) 5.4.8, The Early Bird Gets the Worm (<https://review.roboblocky.com/curriculum/math/kindergarten/207.php>)
  + Grade 1: TE: (1.OA.6) 3.4.4, Use Doubles to Add Animals (<https://review.roboblocky.com/curriculum/math/mathematics1/142.php>)
  + Grade 2: TE: (2.NBT.7) 6.2.2, Addition by Breaking Addends into Hundreds, Tens, and Ones (<https://review.roboblocky.com/curriculum/math/mathematics2/276.php>)
  + Grade 3: TE: (SMP.4) 4.5.7, Multiplication by 10 on a Number Line (<https://review.roboblocky.com/curriculum/math/mathematics3/217.php>)
  + Grade 4: TE: (4.NBT.5) 3.6.1, Multi-Step 2-Digit Multiplication (<https://review.roboblocky.com/curriculum/math/mathematics4/153.php>)
  + Grade 5: TE: (5.NBT.7) 4.2.2, Multiply Decimals by Whole Numbers with Grid (<https://review.roboblocky.com/curriculum/math/mathematics5/193.php>)
  + Grade 6: TE: (6.RP.2) 8.4.1, Big Idea Project: Cooking for Friends (Part D: Nutrition Facts) (<https://review.roboblocky.com/curriculum/math/mathematics6/274.php>)
  + Grade 7: TE: (7.RP.2b) 6.9.1, Represent Proportional Relationships with Equations (<https://review.roboblocky.com/curriculum/math/mathematics7/185.php>)
  + Grade 8: TE: (8.EE.6) 5.4.1, Calculate Slope Using Two Points and the Slope Block (<https://review.roboblocky.com/curriculum/math/mathematics8/151.php>)
* Criterion 1.2: Grade 1: Big Ideas: 11.7.1, Big Idea Task: Animals in the Wild: Part A: Categorize Data (<https://review.roboblocky.com/curriculum/math/mathematics1/503.php>)
* Criterion 1.3: Grade 2: 8.4.2, Add and Subtract in Inches (<https://review.roboblocky.com/curriculum/math/mathematics2/396.php>)
* Criterion 1.4: Grade 6: Section 16.9: Big Idea Project (EEI), Air Quality (<https://review.roboblocky.com/curriculum/math/mathematics6/#section16.9>)

### Criteria Category 2: Program Organization

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

#### Citations:

* + Criterion 2.1: Kindergarten: Curriculum Overview (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:23>)
  + Criterion 2.1: Grade 7: 5.7.1, Section Lesson Plan: Big Idea Project, RoboExpress (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:13&section=5.7>)
  + Criterion 2.3: Kindergarten: Chapter 12, Lesson 6: Big Idea Task (EEI), Exploring Nature (<https://review.roboblocky.com/curriculum/math/kindergarten/#section12.6>)
  + Criterion 2.5: Grade 2: Chapter 6, 3-Digit Addition and Subtraction, Chapter Guide (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:21&chapter=6>)

### 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: Grades 3–12: Instructor’s Guide, RoboBlocky Instructional Model (<https://review.roboblocky.com/u/11798.php>)
  + Criterion 3.2: Grade 4: Curriculum Overview (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:2>)
  + Criterion 3.5: Grade 3: Chapter 3, Applied Math Test (<https://review.roboblocky.com/u/6046.php>)
  + Criterion 3.6: Kindergarten–Grade 2: Instructors Guide, Review and Practice for K–2 (<https://review.roboblocky.com/u/11646.php>)

### 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: Kindergarten: Differentiation at the Chapter Level in the Chapter Guide for Chapter 1, Represent, Count, Order, and Write Numbers 0 to 5 (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:23&chapter=1>)
  + Criterion 4.2: Grade 8: Chapter Guide for Chapter 10, Functions (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:14&chapter=10>)
  + Criterion 4.5: Grade 6: Differentiation at the Chapter Level in the Chapter Guide for Chapter 8, Percents (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:17&chapter=8>)
  + Criterion 4.7: Grade 3: Lesson 3.1.1, Count Equal Groups (<https://review.roboblocky.com/curriculum/math/mathematics3/138.php>)

### 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 1: Curriculum Overview (<https://review.roboblocky.com/lessonPlanPDF.php?curriculum=M:22>)
  + Criterion 5.3: Grade 3: Chapter Guide for Chapter 6, Understand Division (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:19&chapter=6>)
  + Criterion 5.6: Grade 5: Section 6.8, Music Applications (<https://review.roboblocky.com/curriculum/math/mathematics5/#section6.8>)
  + Criterion 5.8: Grade 6:Lesson 13.6.2, Big Idea Project: Design a Cereal Box (Part B: Cereal Art), Shared Files for Instructor icon (<https://review.roboblocky.com/curriculum/math/mathematics6/423.php>)
  + Criterion 5.10: Grade 8: Chapter Guide for Chapter 7, Mathematical Modeling for Motion of One Object (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:14&chapter=7>)

## Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| **#** | **Grade level** | **Component** | **Page number or URL** | **Current text** | **Proposed corrected text** | **Reason for edit** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | K | TE/SE | 8.1.8 | “Move the Player to the blue line to score a touchdown” | In order to score a touchdown, how far does the runner need to go? | Clarity |
| 2 | K | TE/SE | 5.6.7 | “Change the code to move the elevator from the lobby to pick up Stacy and then drop her off” with Stacy next to the number 4. | Identify where Stacy is supposed to be dropped off. | Clarity |
| 3 | K | TE/SE | 5.6.2 | “There are 3 orange fish and 3 yellow fish,” but the solution only works with 3 + 2 = 5. | The solution needs to allow for an answer that reflects the question. | Accuracy |
| 4 | 1 | TE/SE | 9.3.4 | “What are the two numbers the length of the banana is in between?” | Incorrect answers prompt the cue, “measure the length of the banana which is 10 cubes long.” | Clarity and Accuracy |
| 5 | 1 | TE/SE | 6.8.2, 6.8.3, 6.9, 6.1 | “How many ones are there in 107?”  Question should lead to how many ones in the ones place are there? | "How many ones are in the one’s place in 107?” | Accuracy |
| 6 | 2 | TE/SE | 5.3.2 | “Now, represent the 17 tens as hundred and tens.” | “Now represent the 17 tens as hundreds.” | Clarity |
| 7 | 2 | TE/SE | 4.9.1 | “21 − 8 = 12” | 21 − 8 = 13 | Accuracy |
| 8 | 2 | TE/SE | 4.7.2 | “86 − 68,” then steps: “2 + 16= 70.” In the next step, 2 + 16 = 18. | 2 + 16 = 18 | Consistency |
| 9 | 2 | TE/SE | 4.7.3 | “95 − 79” | Change the question/prompt to reference the shown equation or missing value. | Accuracy |
| 10 | 2 | TE/SE | 9.2.5 | The napkin is above the 0 mark | Indicate 13 cm, 5mm to align image to measurement/ruler and ensure correct answer is available. | Accuracy |
| 11 | 2 | TE/SE | 9.5.3 | The table starts not on the 0 mark. | Align image to measurement/ruler | Accuracy |
| 12 | 2 | TE/SE | 9.7.3 | The images do not match the measurements accepted as correct. | The questions should say “About how long/many…” | Clarity |
| 13 | 2 | TE/SE | 9.3.4 | "How tall is the...” | “About how tall is the...” | Accuracy |
| 14 | 2 | TE/SE | 8.6.5 | “Does each sentence describes the length of the gift box?” | “Does each sentence describe the length of the gift box?” | Grammar |
| 15 | 2 | TE/SE | 9.6.3 | “Does each sentence describes the length of the bookshelf?” | “Does each sentence describe the length of the bookshelf?” | Grammar |
| 16 | 2 | TE/SE | 9.4.3 | The problem asks how many paper clips were removed (inaccurate solution), then asks if [blank] paperclips were removed | This number doesn’t match the number of paper clips removed but the length in cm of paper clips removed. | Incorrect |
| 17 | 2 | TE/SE | 7.7.6 | “The banana costs 60¢, or 0.60. Yougivethecashier1.94. How much change will you get back? The dollar sign needs to be inserted before 0.60 and before 1.94. | Insert the “$” before 0.60 and before 1.94.  The text “Yougivethecashier” needs to be appropriately spaced. | Accuracy and Accessibility |
| 18 | 2 | TE/SE | 7.8.3 | “How much does the shoes cost?” | “How much do the shoes cost?” | Grammar |
| 19 | 2 | TE/SE | 7.10.4 | The program allows a person to over pay but only on the last option marks everything wrong because the student didn’t pay with the exact amount. | No prompt before the question is posed to specify the amount of money with which you pay is exactly the cost of the cookie. | Clarity |
| 20 | 2 | TE/SE | 12.2.3 | “1 circular faces” | 1 circular face | Grammar |
| 21 | 2 | TE/SE | 13.3.4 | coordinate points in quadrilaterals clockwise or counter clockwise order | Include a prompt notifying students to click on the grid in a clockwise/counterclockwise direction to form the quadrilateral | Clarity |
| 22 | 2 | TE/SE | 6.2.5 | The context of the problem leads to only 1 solution (5 × 7 = 35) | Allow 7×5 = 35 | Accuracy |
| 23 | 3 | TE/SE | 2.6.2 | “A student asks her classmates to vote on what pizza flavor hey like best.” | …they like best. | Grammar |
| 24 | 3 | TE/SE | 2.6.5 | “16 students have a height of 48 inches, and 10 students have a height of 51 inches. How many more students have dark brown hair than blonde hair?” | “How many more students have dark brown hair than blonde hair?” | Clarity |
| 25 | 3 | TE/SE | 1.14.2 | “You have $41. The toy costs $37. How much money would you have left after buying the toy?” | Answer should be in money form, not number form. | Accuracy |
| 26 | 3 | TE/SE | 1.11.2 | Answer choices should be in units specified in problem | Use units of “ft” in answer. | Clarity |
| 27 | 3 | TE/SE | 1.11.3 | Answer choices should be in units specified in problem-in. | Use units of “in” in answer | Clarity |
| 28 | 3 | TE/SE | 2.5.3 | “Observe the bird and record the distance it flys.” | “flies” | Grammar |
| 29 | 3 | TE/SE | 5.1.3 | The question asks for the pattern in the top row and bottom row. | Answer choices need to provide operation along with the number (e.g., +1 to indicate adding 1, subtracting 1, multiplying 1, or dividing 1). | Clarity |
| 30 | 3 | TE/SE | 5.1.3 | “When the ant moves 3 centimeters, how far did the bee move?” | “When the ant moves 3 centimeters, how many centimeters did the bee move?”  Add units to answer choices. | Clarity |
| 31 | 3 | TE/SE | 9.6.2 | The last question asks for comparison between 3/4 and 6/8. Images don’t allow for 3/4=6/8 | The image should include length taken up by equal parts (so the space taken up by 4 candies is the same space taken up by 8 candies). | Accuracy |
| 32 | 3 | TE/SE | 9.6.5 | Code measurement is in inches | Code measurement needs to be in feet. | Accuracy |
| 33 | 3 | TE/SE | 12.3.2 | Start with the lower left square to count | Add directions for students to start at the bottom of each column to prevent error messages. | Clarity |
| 34 | 3 | TE/SE | 12.3.3 | The pop up with possible answers says square units. | Add correct units for the problem. | Clarity |
| 35 | 3 | TE/SE | 6.9.3 | “driveDistance” | drive distance | Grammar |
| 36 | 3 | TE/SE | 7.3.2, 7.3.3 | Both options can be used to divide | Add or create numbers expressions/sentences that do not work as correct answers | Clarity |
| 37 | 3 | TE/SE | 3.5.2 | “driveDistance” | drive distance | Grammar |
| 38 | 3 | TE/SE | 5.6.2 | Solutions without units | Add dollar signs to reflect questions and context | Accuracy |
| 39 | 3 | TE/SE | 5.2.3 | “ladybug wait” | ladybug waits | Grammar |
| 40 | 3 | TE/SE | 6.9.2 | “An array of pears are shown” | An array of pears is shown | Grammar |
| 41 | 3 | TE/SE | 3.8.2 | “How many cookies will you have when you multiply 14 × 0.” | Picture does not match the question | Accuracy and Clarity |
| 42 | 3 | TE/SE | 5.3.4 | cm/m  “sum” | Make units correct and consistent  “product” | Accuracy |
| 43 | 3 | TE/SE | 6.10.3 | “Angela has 6 candies. If she shares them with 0 friends, how many does she give to each friend?” | Change something, as coded acceptable answer is “not possible,” and context leads to an answer of “0” | Clarity and Consistency |
| 44 | 3 | TE/SE | 6.7.3 | Units in cm | Ensure answer choices are in cm | Clarity |
| 45 | 3 | TE/SE | 5.5.2 | “How many tens are in 360, How many ones are there in 360?” | “What is the value of the 6 in 360?”or “How many tens are in the tens place?” | Clarity |
| 46 | 3 | TE/SE | 5.5.3 | “laps” | Answers should have units in “laps” | Clarity |
| 47 | 3 | TE/SE | 5.5.4 | Context units | Provide answers in units to match context units | Clarity |
| 48 | 3 | TE/SE | 7.13.2 | For 5 × 4 + 2, the robot goes beyond 24 and was marked wrong. | Correct issue, as 5 × 4 +2 should take the robot to the mark of 22. | Accuracy |
| 49 | 3 | TE/SE | 7.13.4 | Problem: top number sentence | Match problem top number sentence to top answer sentence | Clarity |
| 50 | 3 | TE/SE | 7.14.2 | No units in answers | Add “$” as units in answers | Accuracy |
| 51 | 3 | TE/SE | 7.14.5 | “book”  Description: “26” | books  Solution: “16” | Grammar and Clarity |
| 52 | 3 | TE/SE | 1.3.3, 1.7.4, 11.3.4, 12.4.4, 12.4.5, 12.5.2, 12.5.3, 4.16.4, 12.6.2, 12.6.3, 12.6.4, 12.9.2, 12.10.2, 12.10.4, 12.1.2, 12.1.3, 12.1.4, 12.1.5, 12.1.6, 12.2.2, 12.2.3, 12.2.4 | Answers without measurement units | Add units | Accuracy |
| 53 | 3 | TE/SE | 1.7.2,  12.4.5  12.10.2 | Units | Add units (“$”) where necessary | Accuracy |
| 54 | 3 | TE/SE | 1.9.3 | Partially visible | Fix | Clarity |
| 55 | 3 | TE/SE | 8.3.2 | Units are in fractions | Add “1” or “a” | Accuracy |
| 56 | 3 | TE/SE | 9.1.4 | The problem refers to a red dot and a green dot. | Add dots | Clarity |
| 57 | 3 | TE/SE | 11.3.3 | The pitcher is measured in Liters. | Coding should be measured in Liters. | Accuracy and Consistency |
| 58 | 3 | TE/SE | 7.6.4 | Partially visible | Fix | Clarity |
| 59 | 4 | TE/SE | 3.3.3, 6.1.3, 6.1.4, 1.6.2, 2.1.3, 2.10.3, 2.12.2, 3.8.4, 3.6.2, 4.11.3, 2.3.4, 1.3.3, 2.9.4, 6.3.5, 10.3.2 | No units and measurements | Add units and measurements | Accuracy |
| 60 | 4 | TE/SE | 2.6.3 | “What is the value of the number in the hundreds place?” | Add 700 as an acceptable answer (currently only 7 works) | Accuracy |
| 61 | 4 | TE/SE | 2.6.4 | “What is the value of the number in the [blank] place?” | Change place values | Accuracy |
| 62 | 4 | TE/SE | 2.10.2, 2.11.2 | The problem is 99 × 9. “How many ones can 81 ones be regrouped into?” | How many ones are left over after regrouping the 8 tens? (The expected answer is 1.) | Clarity |
| 63 | 4 | TE/SE | 3.8.2 | “scoops” | Use “gallons” | Grammar |
| 64 | 4 | TE/SE | 1.2.4 | The problem asks for the value of the number in the thousands, hundreds, tens, and ones. | Make acceptable answers place values, not single digits. | Accuracy |
| 65 | 4 | TE/SE | 2.9.3 | “How much dimes does Gary have?” | “How many dimes does Gary have?” | Grammar |
| 66 | 4 | TE/SE | 7.6.4 | Not visible | Fix | Clarity |
| 67 | 4 | TE/SE | 8.7.2, 8.7.4, 8.8.2 | “integer” | whole number | Accuracy |
| 68 | 4 | TE/SE | 8.7.3 | “integer”  “simplified fraction” | whole number  Change to grade-level appropriate term. | Accuracy |
| 69 | 4 | TE/SE | 3.11.4 | “sale amount” | discount | Accuracy |
| 70 | 5 | TE/SE | 6.3.5 | Hint says “Round the distance in each direction and add those estimations up to get the estimated distance that the dog needs to travel to get home.” | “…add those estimations up to get the estimated distance that Annie needs to travel to get the dog home” | Clarity |
| 71 | 5 | TE/SE | 3.23, 3.24 | Smaller values appear larger than the larger values | Change | Accuracy |
| 72 | 5 | TE/SE | 12.4.2 | “The volume of hay 1 bale…”  Image | “The volume of 1 hay bale...”  Match image with numbers | Accuracy |
| 73 | 5 | TE/SE | 10.4.2 | 11 × 15 = 165 pints. The question is in quarts. | Match image with units. | Accuracy |
| 74 | 5 | TE/SE | 11.5.2 | Definition of a square | Clarify definition | Clarity |
| 75 | K–8 | TE/SE | All | Students are asked to program the robot to move to a digit based on place value | Place value should be labeled | Accuracy |
| 76 | K–8 | TE/SE | All | “drive blocks” | Identify each drive block with minimal distraction | Clarity |
| 77 | 5 | TE/SE | 1.11.2 | “What the dragon fly did... subtract” | “What the dragon fly did... subtracted” | Grammar |
| 78 | 5 | TE/SE | 1.14.2 | “exponent” is hidden by “base number” | Fix | Clarity |
| 79 | 5 | TE/SE | 1.10.4 | Incorrect solutions | 24 × 5 = 120 or 5 × 24 = 120 | Accuracy |
| 80 | 5 | TE/SE | 2.5.2 | “round 702 and 27 to numbers” but says 600 and 30 are wrong and lead to time out. | Fix | Accuracy |
| 81 | 5 | TE/SE | 4.7.3 | “Program to robot” | “Program the robot” | Grammar |
| 82 | 5 | TE/SE | 5.2.2 | “How many tens are left?” | How many tenths are left? | Grammar |
| 83 | 5 | TE/SE | 6.13.4 | 4 1/5 Segments show the area split into 1/5 | Image should match segments. | Clarity |
| 84 | 5 | TE/SE | 6.16.2 | “Calculate the distance Kyle bikes to the hospital.” | Clarify, as reference to hospital unclear | Clarity |
| 85 | 5 | TE/SE | 7.4.2 | “Each of the original 2 equal parts have been further split into 3 equal parts. How many of the 3 equal parts in each 2 equal parts should be shaded to represent the second fraction?” | Revise for clarity | Clarity |
| 86 | 5 | TE/SE | 7.4.5 | “One blue car moves 5/10 and another blue car move 3/5. A red car moves the product of the two blue cars. How far does the red car move?”  In the Image: 1/7 × 4/5 which ends up being the fraction the problem uses to calculate the answer. | 5/10 × 3/5  The two fraction pairs need to be the same. | Accuracy |
| 87 | 6 | TE/SE | 13.4.4 | “How much would it does it cost….” | “How much does it cost… | Grammar |
| 88 | 6 | TE/SE | 1.1.4 | Sheep appears aligned with − 10 | Align sheep with − 8 | Clarity |
| 89 | 7 | TE/SE | 5.6.5 | The term “mixed fraction” is used instead of “mixed number.” | Change “mixed fraction” to “mixed number.” | Accuracy |
| 90 | 7 | TE/SE | 7.7.5, and throughout | “3000000” | 3,000,000  Add commas to indicate place value for numbers with four or more digits. | Accuracy |
| 91 | 8 | TE/SE | 12.3.4 | The word “the” is used instead of “they.” | Change “the” to “they.” | Spelling |
| 92 | 8 | TE/SE | 3.3.2 | In the last answer possible says = 8.639 × 107 and it is covered by “000000000001” | Remove “000000000001” | Clarity |
| 93 | K | TE/SE | 3.1 | In the warm-up, “titles” is used instead of “tiles.” | Change “tiles” to “titles.” | Grammar |
| 94 | K | TE/SE | 3.3 | “Then, have students verbally provide word problems of your own Model solving…” | “Then, have students verbally provide word problems of your own. Model solving…” | Grammar |
| 95 | K | TE/SE | Chapter 6 Overview | “In this chapter, students will pivot from their knowledge of addition and begin learning about addition.” | Change to “In this chapter, students will pivot from their knowledge of addition and begin learning about subtraction.” | Accuracy |
| 96 | K | TE/SE | 6.4.6 Activity | The included question reads, How many sheep run away?” They technically all run away. | Change to “How many sheep run over the hill?” | Accuracy |
| 97 | K | TE/SE | 6.8.1 Activity | Robot covers the number line, making it difficult to see details in the number line. | Move Robot to a spot where Robot does not block the number line. | Readability |
| 98 | K | TE/SE | 10.5 Warm-Up | A sphere is listed as a 2D shape. | List the sphere as a 3D shape. | Accuracy |
| 99 | K | TE/SE | 10.7 Warm-Up | “Which is besides Jeff?” | Change “besides” to “beside.” | Grammar |
| 100 | K | TE/SE | 11.5 Section 11.5 | In the section titled Length, Height, and Weight, example 1 references paper towels, but the picture is of two tissue boxes. | Change the image to reflect paper towels. | Accuracy |
| 101 | 1 | TE/SE | 4.5 Warm-Up | Part of the sentence is missing: “Then, I gave away [blank] of the.” | Add the missing language to complete the sentence. | Grammar |
| 102 | 1 | TE/SE | 7.1 Warm-Up | “To do deeper, model the number of the board using manipulatives too, then compare the quantities of the various place value cubes with the students’.” | Change “do deeper” to “go deeper.” | Spelling |
| 103 | 1 | TE/SE | 11.7.3 | In the Big Idea Task, “seagull’s diet” is used instead of “owl’s diet.” | Change “owl’s diet” to “seagull’s diet.” | Accuracy |
| 104 | 1 | TE/SE | 9.1 | “…then have student practice organizing objects.” | Change to “…then have students practice organizing objects.” | Grammar |
| 105 | 2 | TE/SE | 4.3 | “How you you tell what the answer is using the number line?” | Change to “How do you tell…” | Grammar |
| 106 | 2 | TE/SE | 4.4 Warm-Up | There is a missing period between sentences: “Can you break apart numbers in more than 1 way can you show how in more than 1 way?” | Replace with “Can you break apart numbers in more than 1 way? Can you show how in more than 1 way?” | Grammar |
| 107 | 2 | TE/SE | 4.8.8 Activity | When reviewers input the correct answer online, it comes up as a wrong answer. | Verify that the correct answers are recognized as correct answers. | Accuracy |
| 108 | 2 | TE/SE | 6.6 Warm-Up | “Why might estimation be helpful when adding 30digit numbers?” | Change “30digit” to “3-digit.” | Accuracy |
| 109 | 2 | TE/SE | 11.5 Warm-Up | “Take a pole of your class to generate information on their favorite sport, food, or movie.” | Change “pole” to “poll.” | Spelling |
| 110 | 2 | TE/SE | Ch. 12 Definition | The definition of “vertex” is incorrect: “A corner of a shape where 3 or more faces meet.” | Ensure vocabulary definitions are accurate and complete throughout. | Accuracy |
| 111 | 3 | TE/SE | 2.4 Warm-Up | “What is you were tracking cake sales...” | Change to “What if you were tracking cake sales...” | Spelling |
| 112 | 3 | TE/SE | 2.8.2 Activity | The online pop-up window doesn’t show entire answers. | Include complete answers in the pop-up window. | Accuracy |
| 113 | 3 | TE/SE | 2.6 Warm-Up | “Trade last sections graphs with another student.” | Change “sections” to “section’s.” | Grammar |
| 114 | 3 | TE/SE | 2.9 Warm-Up | “How can I used robots to represent data and information?” | Change to “How can I use robots to represent data and information? | Grammar |
| 115 | 3 | TE/SE | 5.2 Warm-Up | “When find a missing number in an addition problem…” | Change to “When finding a missing number in an addition problem…” | Grammar |
| 116 | 3 | TE/SE | 7.3 Warm-Up | “Could up to 50 by 5’s.” | Change “Could” to “Count.” | Spelling |
| 117 | 3 | TE/SE | 7.16 Warm-Up | Part of the sentence is missing: “For example, starting at the school, stop every 4 inches until you reach the [blank].” | Add the missing language to complete the sentence. | Grammar |
| 118 | 3 | TE/SE | 8.5 Warm-Up | “What does in the middle?” | Change to “What goes in the middle?” | Grammar |
| 119 | 3 | TE/SE | 8.8 Warm-Up | “She gives you some 4 pieces of candy out of the 24 total pieces of candy.” | Change to “She gives you 4 pieces of candy…” | Grammar |
| 120 | 3 | TE/SE | 10.1 Warm-Up | “Have students label each of them 1/4th, 2/4th, 3/4, and 4/4.” | Remove the “th” to make the fraction the numerical representation. | Grammar |
| 121 | 3 | TE/SE | 13.4 Warm-Up | “Are there any words that sounds similar to these words?” | Change “sounds” to “sound.” | Grammar |
| 122 | 3 | TE/SE | Chapter 11 | The warm-ups for chapter 11 are mislabeled and may be off topic. The topic is Length, Liquid, Volume, and Mass. Warm-ups should be labeled 11 and be correlated to the correct topic and grade. Current text:  Section 2.2 warm-up: What is the difference between an equation and an expression? Write down an example of each and explain how you can tell them apart.  Section 2.3 warm-up: When you think of the word "balance," what comes to mind? How might the idea of balance connect to solving equations?  Section 2.4 warm-up: Think about calculating y = 2x from x = 1 to 10. How would you do this? Do you notice any patterns? Are any parts of the calculation process repetitive? | Verify that warm-ups are labeled correctly and match the content addressed in each section in this chapter. | Accuracy |
| 122 | 3 | TE/SE | Chapter 11 | (continued)  Section 2.5 warm-up: Think again about calculating y = 2x from x = 1 to x = 10. How do you know when to stop creating a table of values? If you were creating this table using a repeat loop, how would the code know when to stop?  Section 2.6 warm-up: When you hear the words “total,” “sum,” “difference,” or “product,” what mathematical operations do they remind you of? How might these words help you write an equation? | Verify that warm-ups are labeled correctly and match the content addressed in each section in this chapter. | Accuracy |
| 123 | 4 | TE/SE | 1.3 Warm-Up | The word “nice” is used instead of “dice.” | Change “dice” to “nice.” | Spelling |
| 124 | 4 | TE/SE | 2.3 Warm-Up | Two commas appear in the text. | Delete one of the commas. | Grammar |
| 125 | 4 | TE/SE | 2.10 Warm-Up | “Can you break apart a 2 digit number to help multiple?” | Change “multiple” to “multiply.” | Spelling |
| 126 | 4 | TE/SE | 4.1 Warm-Up | “I am thinking about order 13 pizzas for the class.” Should be “ordering”. | Change “order” to “ordering.” | Grammar |
| 127 | 4 | TE/SE | 5.5.2 | What are the factors of 42? Reviewers entered 6, 7 and it said error. | Add directions to clarify what format is acceptable. | Accuracy |
| 128 | 4 | TE/SE | 6.3 Warm Up | Part of the sentence is missing: “Ask students …” | Add the missing language to complete the sentence. | Grammar |
| 129 | 4 | TE/SE | 8.5, 9.1 Warm-Up | “...1/5th + 1/5th…” | Remove the “th” to make the fraction the numerical representation. | Grammar |
| 130 | 4 | TE/SE | 10.7 Warm-Up | “Then, tell true students to leave the room for a moment…” | Change “true” to “two.” | Spelling |
| 131 | 4 | TE/SE | 13.8 Big Idea Task | Part of the sentence is missing: “To perform this task, you will [blank]” | Add the missing language to complete the sentence. | Grammar |
| 132 | 4 | TE/SE | 14.4 Warm-Up | “Then, add a trist, such as, ‘If the school bus moves at 30 miles each hour, how many miles did the school bus drive?’” | Change “trist” to “twist.” | Spelling |
| 133 | 5 | TE/SE | Ch. 8 | Chapter 8 has Chapter 7 warm-ups listed. | Verify that warm-ups match the appropriate chapter and are labeled correctly. | Accuracy |
| 134 | 5 | TE/SE | Ch. 10 | “Volume” is defined as the amount of space taken up by a 3D shape. | Replace it with a more accurate definition. | Accuracy |
| 135 | 6 | TE/SE | 1.5 Warm-Up | Missing a question mark. | Add a question mark. | Accuracy |
| 136 | 6 | TE/SE | Ch. 3 | Whole numbers are defined as the counting numbers 0, 1, 2, 3, 4, …. | Replace it with a more accurate definition. | Accuracy |
| 137 | 6 | TE/SE | 4.1 Warm-Up | Missing a question mark. | Add a question mark. | Accuracy |
| 138 | 6 | TE/SE | 16.4 Warm-Up | Possible answers: “How many hours I am awak”  “How many steps I take” | Change to “awake.” (with a period)  Change to “take.” (with a period) | Grammar |
| 139 | 7 | TE/SE | 10.10 Warm-Up | Two warm-up activities are labeled 10.10. | Change the label of the second 10.10 warm-up to “10.11”. | Accuracy |
| 140 | 7 | TE/SE | 12.4 Warm-Up | Two warm-up activities are labeled 12.4 | Change the label of the first 12.4 warm-up to “12.3”. | Accuracy |

## Social Content Citations

| **#** | **Grade Level** | **Component** | **Page number or URL** | **Standard(s) Cited from the Social Content Citation Review List / Reason for edit** |
| --- | --- | --- | --- | --- |
| 1 | 5 | TE/SE | 12.4.3 | L .1. / Image of Haagen Dazs brand ice cream. |
| 2 | 5 | TE/SE | 12.2.4 | L.1. / Puzzle labeled as Rubik’s Cube |
| 3 | 8 | TE/SE | 7.4.3 | L.1. / Image of Coca-Cola product. |
| 4 | 8 | TE/SE | 14.5.3 | L.1. / Image of Coca-Cola product. |
| 5 | 8 | TE/SE Table of Contents | 14.5.5 | L.1. / Image of Coca-Cola product. |
| 6 | 2 | TE/SE | 11.5 | Accessibility matter: Flickers of lights result when students are prompted to click on the screen to add an object, which may be an issue for students who have a tolerance issue for flashes of light-migraines. |
| 7 | 4 | TE/SE | 5.3 | In the warm-up, students are prompted to play “the composite number dating game” to find similarities between numbers. Use an alternative to the term “dating game” that is more appropriate for Grade 4 students. |
| 8 | 2 | TE/SE | 1.8.4 | Replace the image of the mermaid with an image that is more appropriate for Grade 4 students. |

California Department of Education, August 2025