*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)** |
| --- | --- | --- |
| Big Ideas Learning, LLC | *California Math & YOU* | K–5 |

## Program Summary:

The *California Math & YOU* K–5 program includes the following: Student Edition (SE), Teaching Edition (TE), Digital Experience (DE), and Practice Workbook (PW).

## Recommendation:

*California Math & You* 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: (K.CC.3) SE pp. 9–14
  + Grade 1: (1.NBT.3) SE pp. 343–378
  + Grade 2: (2.MD.8) SE pp. 559–564
  + Grade 3: (3.G.2) SE pp. 353–358
  + Grade 4: (4.NF.3b) SE pp. 349–354
  + Grade 5: (5.OA.1) SE pp. 53–58
* Criterion 1.2: Grade 3: DE Teacher References, CA Math & YOU Big Idea Progressions (<https://myadamath.com/curriculum/plan?courseGUID=9b5cf77e-c495-4359-8e30-7eda9fd6e832&classGUID=a45c6e4c-0018-11f0-9902-12c2ad3bd0a9&dashboard=0>)
* Criterion 1.3: Grade 1: TE pp. 63E, 125E
* Criterion 1.4: Grade 4: TE: p. 120

### Criteria Category 2: Program Organization

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

#### Citations:

* Criterion 2.7: Grade 1: SE pp. vi–xv, After pp. 2, 3, 13, 21, 29
* Criterion 2.7: Grade 5: SE pp. vi–xvii, After p. 2, 3, 4
* Criterion 2.8: Grade 2: TE pp. x–xix, 209A–209D
* Criterion 2.8: Grade 4: TE pp. 1A–1B

### Criteria Category 3: Assessment

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

#### Citations:

* Criterion 3.2: Grade K: Alternative Assessment TE p. 206A
* Criterion 3.2: Grade 3: TE p. 352A
* Criterion 3.3: Grade 1: SE/TE pp. 385, 511
* Criterion 3.3: Grade 4: DE Big Idea Tasks Chapter 1 (<https://myadamath.com/curriculum/plan?courseGUID=29374b0e-90da-4c77-9dfc-cbebe6dc0630&classGUID=df825d29-0018-11f0-9902-12c2ad3bd0a9&dashboard=0>)

### 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 4.2: Grade 1: TE pp. 397, 453
* Criterion 4.2: Grade 3: TE pp. 462, 530
* Criterion 4.4: Grade 2: TE pp. 613, 616A
* Criterion 4.4: Grade 5: DE Multi-language Glossary (<https://static.bigideasmath.com/protected/content/mlg/k8/k8.php?grade=5>)

### 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 5.2: DE Supporting the Mathematical Practices: Course Overview Grades K–2 (<https://myadamath.com/curriculum/plan?courseGUID=f500b839-a13b-4113-a5a6-fb57d6c23217&classGUID=26f71a5e-0018-11f0-9902-12c2ad3bd0a9&dashboard=0>)
* Criterion 5.4: Grade 2: TE pp. 39B, 209B
* Criterion 5.6: Grade 3: TE pp. 351B, 433B
* Criterion 5.7: Grade K: SE pp. 569–570, 669–670

## 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 | 3 | Chapter 1 performance task | p. 45 No. 3 | The sound of normal breathing is about 10 decibels. The sound of the train horn is ten times as loud as normal breathing. How loud is the train horn? Explain.  Image for correction on p. 45 in chapter 1 performance task. | Change context so this problem is not asking about decibels. | Decibels are a logarithmic scale, not linear. Incorrect |
| 2 | 3 | Word problem | p. 116 No. 18 | “There are 7 letters used to name *natural* notes. The first group of natural notes is from C1 to B1. How many different notes are there from C1 to B5?  Image for correction of a word problem on p. 116. | Remove problem or provide additional context/information needed to solve the problem. | Concern for not enough musical knowledge to answer the question. |
| 3 | 4 | In practice problems | p. 329 No. 8 and No. 9 | Image for correction on p. 329 in the practice problems. | Make each shape the same whole – make the shapes into congruent circles. | The shapes are different, so the students are being explicitly asked to compare fractions of different ‘wholes’ which is potentially confusing to learners. |

## Social Content Citations

None.

California Department of Education, August 2025