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

# Review Panel Advisory Recommendation2025 Mathematics Instructional Materials Adoption

| **Publisher** | **Program** | **Grade Level(s)** |
| --- | --- | --- |
| Great Minds | *Eureka Math2 California Grades K–5* | **K–5** |

## Program Summary:

*The Eureka Math2 California Grades K–5* program includes the following: Student Edition Learn (SEL); Student Edition Apply (SEA); Teacher Edition (TE).

## Recommendation:

*Eureka Math2 California Grades K–5* is recommended for adoption for grades K–5 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: Kindergarten: (K.CC.4b) TE: Module 1, Lesson 6, Share, Compare, Connect, pp. 89–90
* Criterion 1.1: Grade 1: (1.OA.1) TE, Module 1, Lesson 25, Share, Compare, Connect, p. 368
* Criterion 1.1: Grade 2: (2.NBT.B.7)) TE, Module 2, Lesson 19, Share Solution Strategies and Explain Reasoning, p. 368
* Criterion 1.1: Grade 3: (3.NF.3a) TE, Module 5, Lesson 13, Equivalent Fractions on Number Lines, p. 242
* Criterion 1.1: Grade 4: (4.OA.3) TE, Module 1, Lesson 22, Three-Step Word Problem, pp. 491–492
* Criterion 1.1: Grade 5: (5.NF.1) TE, Module 2, Lesson 10, Make Like Units to Add, pp. 219–221
* Criterion 1.2: Kindergarten: TE, GK, Module 6, Lesson 12, Doughnut Shop, pp. 169–170
* Criterion 1.3: Grade 5: TE, G5, Module 4, Lesson 5, Dividing Decimal Numbers by Powers of 10, p. 115
* Criterion 1.4: Grade 5: TE, Module 4, Lesson 28, Spotlight on Environmental Principles and Concepts, p. 561

### Criteria Category 2: Program Organization

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

#### Citations:

* + Criterion 2.1: TK–5, Curriculum Overview: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Implementation/EM2CA_CurriculumOverview_4.9.pdf#page=1>
	+ Criterion 2.1: Grade 1: Lesson Design: TE, Module 1, Coherence, p. 4: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Teach/Grade%201/EM2CA180_25A_TEG1_M1_172378_lores.pdf#page=6>
	+ Criterion 2.2: Kindergarten: Module Overview: TE, Module 3, pp. 16–17
	+ Criterion 2.3: Grade 3: Data Talk, The Eye of the Storm: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Data%20Talks/Grade%203/Data_Talk_G3_TE_TheEyeoftheStorm_WCAG21.pdf>
	+ Criterion 2.4: Grade 1: Equip Teacher Guide, Modules 2–3: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Equip/Grade%201/EM2_CA_Equip_G1_M2_3_TE_TeacherGuide_WCAG21.pdf>
	+ Criterion 2.5: Grade 1: Math Catalyst, Application: Count on to Find the Unknown Addend Within 10, pp. 1–2: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Math%20Catalyst/Subtraction_publicreview.pdf#page=93>

### 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: SEL, Module 3, Lesson 20, Self-Reflection Ticket, pp. 189–190
	+ Criterion 3.2: Grade 4: SEL, Community Garden, Performance Assessment, pp. 1–2: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Performance%20Assessments/Grade%204/Performance_Assessment_G4_SE_CommunityGarden_WCAG21.pdf>
	+ Criterion 3.3: Grade 5: TE, Shipping Supplies, Performance Assessment: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Performance%20Assessments/Grade%205/Performance_Assessment_G5_TE_ShippingSupplies_WCAG21_v2.pdf>
	+ Criterion 3.4: Grade 5: TE, Math Catalyst: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Math%20Catalyst/Addition_publicreview.pdf>
	+ Criterion 3.5: Grade 2: TE, Benchmark Assessment 1: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Benchmark%20Assessments/EM2_CA_G2_BenchmarkAssessment1SampleSolutions_WCAG21.pdf>

### 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: Instructional Routines, Implementation: Instructional Routine Book: <https://digital.greatminds.org/teacher/resources/view/topic/c950e753-276c-5e70-82c4-5aa12b198aeb/f6cf68e8-5ce0-5966-816d-980942f74478?curriculaCode=em2carev>
	+ Criterion 4.3: Grade 2: Differentiation Support: TE, Module 4, Lesson 22, Compare with smaller unknown word problems, p. 357
	+ Criterion 4.3: Grade 4: Math Catalyst Concept Mini-Lesson, Subtract Fractions with Like Denominators, p. 6: <https://digital.greatminds.org/teacher/resources/view/topic/3d0a3d86-406e-56e3-a305-e2e2ac10f06b/a399cfd5-9fcf-5099-9fc8-e8067172fbb9?curriculaCode=em2carev>
	+ Criterion 4.4: Grade 3: Multilingual Learner Support: TE, Module 2, Lesson 22, Subtract measurements using the standard algorithm to decompose larger units, p. 391
	+ Criterion 4.4: Grade 5: Language Objectives: TE, Module 6, Lesson 17, Plot data in the coordinate plane and analyze relationships, pp. 404–405
	+ Criterion 4.6: Grade 5: Performance Assessment: Boiling Water, p. 3: <https://digital.greatminds.org/teacher/resources/view/lesson/836334ee-199d-5027-8903-7d070ca575bb/a3332c61-bdad-5aec-a1c8-ff3cff0f4885?curriculaCode=em2carev>

### 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: Why: TE, Module 3, Properties of Operations to Make Easier Problems, pp. 20–22
	+ Criterion 5.6: Grade 3: Learn: TE, Module 5, Lesson 2, Representations of Halves, pp. 50−53
	+ Criterion 5.9: Grade 1: Multilingual Learner Support: TE, Module 4, Lesson 1, Decompose whole numbers into a sum of unit fractions, p. 32
	+ Criterion 5.10: Grade 4: Module Overview: TE, Module 4, pp. 18–23

## 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 | Grade 1 | SEA, M5, Lesson 20. | p. 91: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Apply/Grade%201/EM2CA180_25A_SEAG1_M5_174020_lores.pdf#page=95> | Image shows one marker | Image should show 14 markers to match the program | Accuracy/ Alignment |
| 2 | Grade 1 | SEL, M5, Lesson 15 | p. 179:<https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Learn/Grade%201/EM2CA180_25A_SELG1_M5_173252_lores.pdf#page=183> | Image shows one object | Either take away all images or show 60 objects | Accuracy/ Alignment |
| 3 | Grade 1 | SEA, M4, Lesson 3 | pp.15–16, full pages <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Apply/Grade%201/EM2CA180_25A_SEAG1_M4_174013_lores.pdf#page=19> | Image shows two objects | Image should show three | Accuracy/ Alignment |
| 4 | Grade 5 | SEA, M4, Lesson 30 | pp. 185–186, problems 1–2<https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Apply/Grade%205/EM2CA180_25A_SEAG5_M4_174297_lores.pdf#page=189> | Option three doesn’t include a dollar sign in the addition problem | Option three needs “$” sign in the addition problem | Accuracy |

## Social Content Citations:

None

California Department of Education, August 2025