*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)** |
| --- | --- | --- |
| Heinemann, a division of Greenwood Publishing Group LLC | *California Math Expressions ©2026* | **K–6** |

## Program Summary:

The *California Math Expressions ©2026* K–6 program includes the following: Teacher Edition (TE), Student Activity Book (SAB), on the Heinemann Flight Platform: Investigations, Assessment Guide Homework and Remembering, Practice, Reteach, and Challenge, and Matific.

## Recommendation:

*California Math Expressions ©2026* is recommended for adoption for grades K–6 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 4, unit 4 lesson 2 (4.NBT.1) in the SAB p. 7
* Criterion 1.1: Grade 3, unit 1 lesson 18 (3.OA.3) in the SAB p. 91
* Criterion 1.1: Grade 5, unit 1 lesson 13 (5.NF.1) in the TE pp. 138–139
* Criterion 1.1: Grade K, unit 3 lesson 21 (K.CC.5) in the TE p. 466 and in the SE p. 155
* Criterion 1.1: Grade 1, unit 1 lesson 9 (1.OA.6) in the SAB pp. 27–28
* Criterion 1.1: Grade 2, unit 4 lesson 5 (2.NBT.6) in the SAB pp. 185–186
* Criterion 1.1: Grade 6, unit 6 lesson 3 (6.G.4) in the SAB pp. 323A–326
* Criterion 1.2: Grade K, math talk in TE p. 42
* Criterion 1.4: Grade 1, science connection in TE p. 744

### 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 K, standard names in TE p. 175
  + Criterion 2.1: Grade 1, standard progressions in TE p. 19
  + Criterion 2.3: Grade 5, home or school activity for unit 2 lesson 6 in TE p. 236
  + Criterion 2.4: Grade 3, teacher note in TE p. 91
  + Criterion 2.7: Grade 6, unit 2 lesson 9 in SAB p. 85

### 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 overview for unit 1 in TE p. 24
  + Criterion 3.2: Grade 4, portfolio performance task rubric for unit 3 in TE p. 468
  + Criterion 3.3: Grade 4, unit 3 lesson 4 in the SAB p. 130
  + Criterion 3.4: Grade 5, unit 5 front mapping in TE pp. 300–301
  + Criterion 3.5: Grade 2, unit 3 formative and summative assessment overview in TE, p. 396

### 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 4.4: Grade 5, front matter of the TE, p. XV
  + Criterion 4.4: Grade 2, unit 1 lesson 5 in the TE p. 84
  + Criterion 4.6: Grade 5, unit 5 lesson 4 universal access in the TE p. 604
  + Criterion 4.6: Grade 3, unit 1 lesson 6 math writing prompt in the TE, p. 103

### 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 4, front matter in the TE p. XX
  + Criterion 5.2: Grade 3, unit 3 lesson 4 teacher notes in the TE p. 437
  + Criterion 5.3: Grade 5, unit 2 front matter in the TE p. 176 component
  + Criterion 5.4: Grade K, pacing guide in the TE p. i
  + Criterion 5.6: Grades K–6, Heinemann Flight Platform: Investigations, Assessment Guide Homework and Remembering, Practice, Reteach, and Challenge, and Matific platforms
  + Criterion 5.7: Grade 6, unit 1 lesson 7 in the SAB, p. 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 | 5 | SAB | p. 155 | Directions say to, “find the quotient” | Update directions to state, “find the product” | The problem involves multiplication not division. |
| 2 | K | TE | p. 367 | Standard listed as AO | Standard should say OA | Incorrect standard labeling |
| 3 | 2 | TE and SAB | TE p. 478  SE p. 169 | Performance Task says “drewin” | Add space for two words “drew in” | Missing space |
| 4 | 2 | TE | p. 751 | Standard listed as “2.OAR.2” | Standard should say “2.OA.2” | Incorrect standard labeling |

## Social Content Citations:

None.

California Department of Education, August 2025