*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)** |
| --- | --- | --- |
| The Math Learning Center | *Bridges in Mathematics Third Edition* | K–5 |

## Program Summary:

The *Bridges in Mathematics Third Edition* K–5 program includes the following: Bridges Teachers Guide (BR TG), Number Corner Teachers Guide (NC TG TG), Assessment Guide (AG) (digital), Bridges Student Book (BR SB)

## Recommendation:

*Bridges in Mathematics Third Edition* 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: Grade K, CC.6, BR TG Unit 2, Module 1, Session 4, p.19
* Criterion 1.1: Grade 1, OA.6, BR TG Unit 5, Module 2, Session 4, p. 25
* Criterion 1.1: Grade 2, SMP.3, BR TG Unit 5, Module 2, Session 3, pp.15–20
* Criterion 1.1: Grade 3, SMP.4, BR TG Unit 3, Module 3, Session 4, p. 24
* Criterion 1.1: Grade 4, MD.3, BR TG Unit 5, Module 3, Session 1, pp. 5–8, Session 3, pp. 15–19
* Criterion 1.1: Grade 5, G.2, NC TG Volume 3, May, Calendar Grid Day 4, p. 31

*Criteria 1.2–1.4*

* Criterion 1.2: Grade 1, BR TG Unit 1, Module 2, Session 3, p. 15
* Criterion 1.2: Grade 4, BR TG Unit 6, Module 4, Session 2, p. 12
* Criterion 1.3: Grade K, BR TG Unit 1, Module 1, Session 1, p. 5
* Criterion 1.3: Grade 3, BR TG Unit 1, Module 1, Session 1, p. 5
* Criterion 1.4: Grade 2, BR TG Unit 1, Module 1, Session 3, pp. 18–20
* Criterion 1.4: Grade 5, BR TG Unit 4, Module 4, Session 3, pp. 20–24

### Criteria Category 2: Program Organization

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

#### Citations:

* Criterion 2.2: Grade 5, BR TG Unit 8, Module 1, p. 1
* Criterion 2.1: Grade 3, BR TG Unit 1, pp. v–vi
* Criterion 2.1: Grade K–5, BR TG Major Skills & Concepts Across the Grade Levels, p. iii
* Criterion 2.3: Grade K, BR TG Unit 2, Module 3, Session 1, p. 7
* Criterion 2.4: Grade 2, BR TG Unit 2, Module 2, Session 2, p. 12
* Criterion 2.9: Grade 4, NC TG, May, Focus Standards, p. 35

### 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 2, AG Unit 4, Assessments Unit 4 Screener, pp. 3–4
* Criterion 3.2: Grade 3, AG Unit 5, Assessments Unit 5 Assessment, pp. 22–25
* Criterion 3.3: Grade 1, BR TG Unit 5, Module 2, Session 5, p. 34
* Criterion 3.4: Grade 4, AG Unit 1, Assessments Multiplication, Division & Sequences Checkpoint Differentiation Suggestions Chart, p. 16
* Criterion 3.5: Grade 5, AG Unit 3, Assessments Unit 3 Assessment, pp. 21–24
* Criterion 3.6: Grade K, BR TG Unit 2, Module 1, Session 1, Warm Up, p. 6

### 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 2, BR TG Unit 6 Module 3 Session 2, p. 15
* Criterion 4.2: Grade 5, BR TG Unit 4 Module 2 Session 3, pp. 16–18 (Steps 1–8)
* Criterion 4.3: Grade K, BR TG Unit 1 Module 3 Session 1, p. 7
* Criterion 4.4: Grade 3, BR TG Unit 1, Module 3, Session 2, p. 16 (Step 18)
* Criterion 4.5: Grade 4, BR TG Unit 5, Module 1, Session 2, pp. 13–14 (Steps 6–9)
* Criterion 4.7: Grade 5, BR TG Unit 1, Module 1, Sessions 4–5, pp. 21–32

### 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 K, BR TG Unit 2, Overview, p. viii
* Criterion 5.2: Grade 1, BR TG Unit 4, Module 1, Session 3, p. 22
* Criterion 5.3: Grade 2, BR TG Unit 4, Module 4, BR TG Overview, p. 2
* Criterion 5.6: Grade 3, BR TG Unit 3, Module 1, Session 2, p. 14
* Criterion 5.7: Grade 4, HC SB Unit 3, Module 3, Sessions 2 & 4, pp. 61–64
* Criterion 5.8: Grade 5, BR TG Unit 2, Module 2, Session 1, pp. 6–8

## Edits and Corrections:

None

## Social Content Citations

None

California Department of Education, August 2025