



Program Overview
Grades K–5



Arizona Reveal
MATH[®]

Reveal the Full Potential
in Every Student



Reveal the Mathematician in Every Student

Arizona Reveal Math®, a balanced elementary math program fully aligned to the **Arizona Mathematics Standards**, develops the problem solvers of tomorrow by incorporating both inquiry-focused and teacher-guided instructional strategies within each lesson. In order to uncover the full potential in every student, *Arizona Reveal Math*:

Champions a positive classroom environment centered on curiosity and connection.

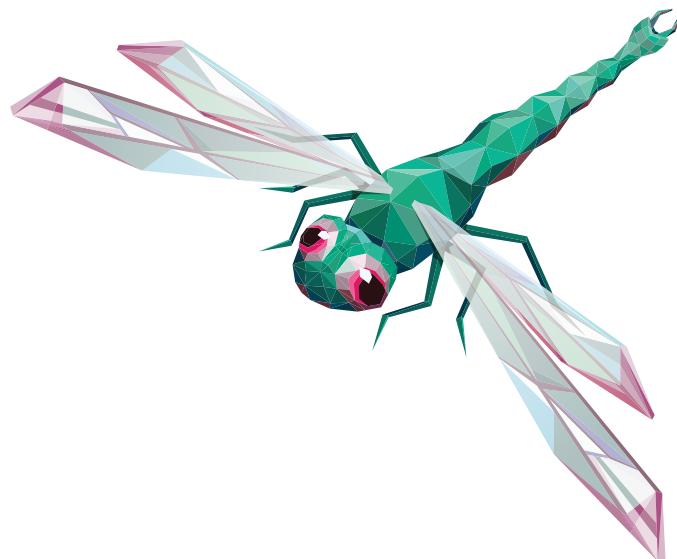
- Ignite! Activities
- STEM-Focused Units

Explores mathematics through a flexible lesson design providing access to rigorous instruction with embedded teacher supports and scaffolds.

- Lesson Model and Routines
- Language and English Learner Supports
- Fluency

Tailors classroom activities to student need through insightful assessment and purposeful, multi-modal differentiation.

- Formative Assessment
- Differentiation
- Course Assessments
- Targeted Intervention



Program Design Influenced by Teachers, Research, and Industry Experts

Arizona Reveal Math is a K–12 program crafted with the input of hundreds of educators across the country. Educator voices and needs were aligned with an instructional model that is based on validated research brought forth by McGraw Hill learning scientists and the *Arizona Reveal Math* expert authorship team.

Major Focus Areas:

- **Equitable classrooms:** Learner-focused practices to develop a classroom designed for all students.
- **Metacognition:** Promotion of student reflection on their learning.
- **Sense-Making:** Support for the development of problem-solving skills.
- **Classroom Discourse:** Use of the appropriate math vocabulary and constructive critique of classmates' math thinking.
- **Productive Struggle:** Productive engagement with mathematical ideas and relationships.
- **Fluency:** Use of flexible strategies to practice math content and achieve automaticity.
- **Instructional Routines:** Structures and expectations that create productive classroom interactions with students.

The Arizona Reveal Math Authorship



McGraw Hill learning scientists teamed up with expert authors to create a program guided by validated academic research and classroom best practices.

Ralph Connelly, Ph.D.

Authority on the development of early mathematical understanding.

Annie Fetter

Advocate for student ideas and thinking that fosters strong problem solvers. **Contributing Author of Sense-Making Routines**

Sharon Griffin, Ph.D.

Champion for number sense and the achievement of all students.

Linda Gojak, M.Ed.

Expert in both theory and practice of strong mathematics instruction.

Susie Katt, Ph.D.

Advocate for the unique needs of our youngest mathematicians.

Ruth Harbin Miles, Ed.S.

Leader in developing teachers' math content and strategy knowledge.

Nicki Newton, Ed.D.

Expert in bringing student-focused strategies and workshops into the classroom. **Contributing Author of the Game Station**

Georgina Rivera, M.Ed.

Expert in building student agency through culturally responsive teaching.

John SanGiovanni, M.Ed.

Leader in understanding the mathematics needs of students and teachers. **Contributing Author of Number Routines**

Jeff Shih, Ph.D.

Advocate for the importance of student knowledge.

Raj Shah, Ph.D.

Expert in both theory and practice of strong mathematics instruction. **Contributing Author of the Ignite! Activities**

Cheryl Tobey, M.Ed.

Facilitator of strategies that drive informed instructional decisions. **Contributing Author of Math Probes**

Dinah Zike, M.Ed.

Creator of learning tools that make connections through visual and hands-on techniques. **Contributing Author of Foldables**

Build Student Engagement

Each unit opens with an Ignite! activity, an interesting problem or puzzle that:

- Sparks students' interest and curiosity.
- Provides only enough information to open up students' thinking.
- Motivates them to persevere through challenges involved in problem solving.

“Let’s bring curiosity, wonder, and joy back into the classroom and make math irresistible for kids.”

**- Raj Shah,
Contributing Author**

Ignite! activities engage students in productive struggle as they provide only the information necessary to motivate and challenge the student.



IGNITE!

Name _____

Broken Calculators

Part A: Your calculator can only add 2s and 5s.

How can you make numbers less than 100 with this calculator?



Part B: Your calculator can only add 3s and 7s.

What whole numbers less than 12 *cannot* be made with this calculator?

How can you make each of the whole numbers 12 through 16 with this calculator?



What is the quickest way to make 30 with this calculator? Explain.

Is there a number greater than 11 that *cannot* be made with this calculator? Explain.

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Put Math in Action With STEM-Focused Units



Math is everywhere, and students should relate to math as something everyone does. STEM-focused units highlight careers and real-world application of math to help students see the application of math as a tool to explore the world around them.



The **STEM Career Kid video** introduce a STEM career and provides an overview of the job responsibilities.



The **Math in Action** videos apply the unit math content with the STEM career focus to bring the content to the real world.

Mountain Science

Glaciers are mountain features that are made up of fallen snow that, over many years, compacts into large, thickened ice masses. Ecosystem scientists study glaciers and their melting ice, called runoff, to help us understand how our climate changes, which can hurt the environment. Based on what they learn, scientists then make suggestions for how to be kinder to the environment.

Glacial Runoff May to September (kiloliters)		
Water Source	Current Average	Historical Average
Shehulin River	600,000	523,000
Ross Lake	1,370,000	1,520,000
Baker River	1,700,000	1,752,000

Imagine you are an ecosystem scientist.

- Make a graph that displays the information in the table. Analyze the information.
 - Make comparisons between the current and historical glacial runoff data.
 - What conclusions can you draw about the current and historical glacial runoff based on your comparisons? What similarities and differences do you notice?
 - Use rounded numbers to write word problems that ask, "How much more?" and "How much less?"
- Consider what you have learned. Make a poster that will tell others about the data you analyzed and your conclusions. Be prepared to present your findings to the class.

Unit 2 • Unit Title Goes Here

STEM Project Cards allow students to dig deeper creatively and apply their skills to learn more about the STEM focus within the unit.

Unit 3

Multiplication and Division

Focus Question
What does it mean to multiply and divide?

Hi, I'm Finn.
I want to be a construction manager. Let's say I run 3 different construction sites. I have 12 workers. It is really important that I have an equal number of workers at each construction site. To help me do my job, I need to know how to multiply and divide.

STEM video GO ONLINE

I am back at home, and I still wonder how wind strength affects the size of a hill. So I came up with an experiment!

What do you want to do?

learn about the experiment form a hypothesis

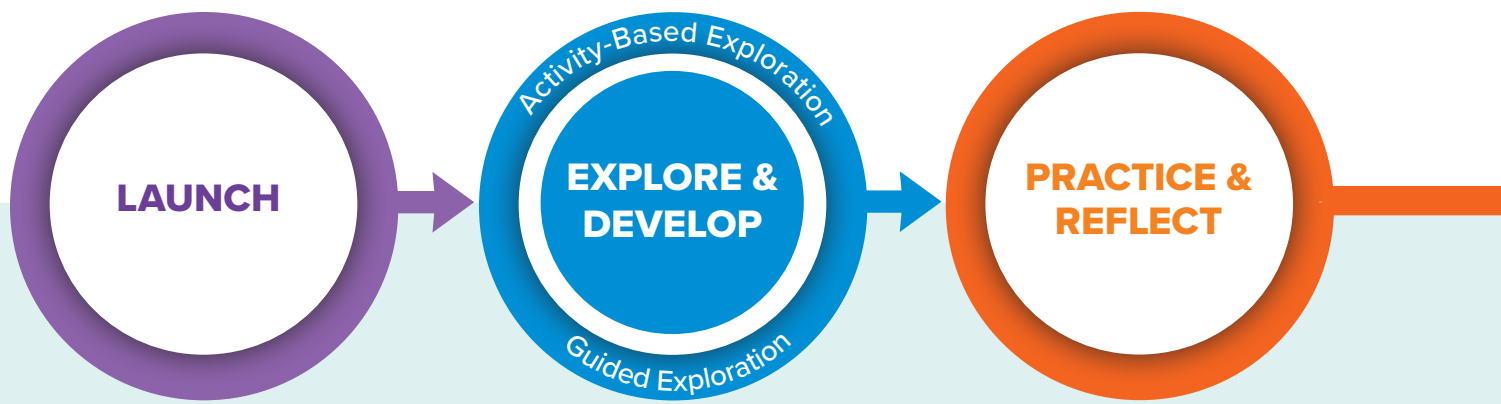
Back Done

Within **STEM Adventures**, students engage in experiments with the STEM Career Kids, make hypotheses, and apply mathematical knowledge to analyze the data.

Explore Mathematics Through a Flexible Lesson Design

The Lesson Model

Arizona Reveal Math's lesson model keeps sense-making and exploration at the heart of learning. Every lesson provides two instructional strategies to develop the math content and tailor the lesson to the needs and structure of the classroom.



Launch

Be Curious starts every lesson with the opportunity to be curious about math.

- Students focus on exploration and sense-making.
- Teachers foster students' ideas through meaningful discussion.

Explore & Develop

Explore and Develop unpacks the lesson content through activity-based or guided exploration.

- Students explore the lesson concepts and engage in meaningful discourse.
- Teachers utilize effective teaching practices to make meaningful connections.

Practice & Reflect

On My Own offers students opportunities to engage with the math and reflect on their learning.

- Students practice lesson concepts, completing the On My Own exercise.
- Teachers monitor progress and have students reflect on the lesson's learning targets.

Two ways to Teach Every Lesson!

Routines

Instructional routines are embedded within every *Arizona Reveal Math* lesson to support a productive classroom.

Build Fluency

Number Routines

Support the development of fluency with targeted concepts, prerequisite skills, and mental math strategies at the start of every lesson.

MLR

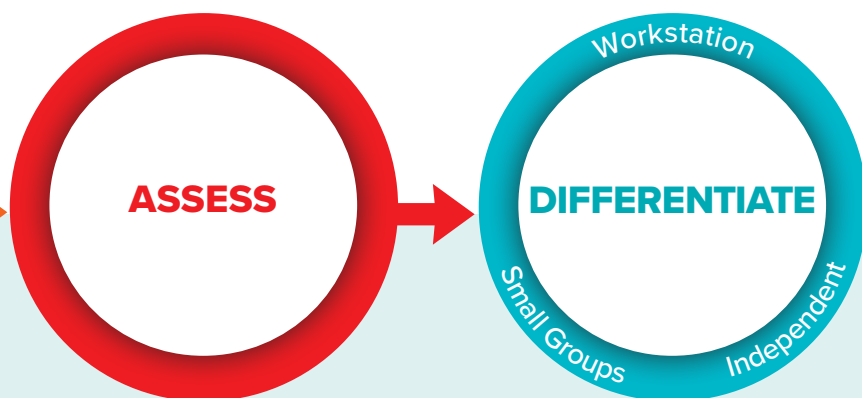
Math Language Routines

Adjust the way students organize and communicate their own ideas and clarify the ideas of others throughout the lesson.



Sense-Making Routines

Build conceptual understanding by making sense of mathematical concepts at the base for every lesson.



Assess

The **Exit Ticket** includes a daily formative assessment to check for understanding.

- Students complete a short exit ticket and reflect on their learning.
- Teachers use data to inform their daily differentiation.

Differentiate

Daily differentiation helps support every student in their path to understanding.

- Students work on differentiated tasks to reinforce their understanding, build their proficiency, and/or extend their thinking.
- Teachers pull small groups as needed.



Lesson Model: Launch

Derive Understanding by Sparking Curiosity

Sense-Making Routines launch every lesson, creating an equitable classroom culture where all ideas are welcome and respected. Student curiosity and ideas started in *Be Curious* become the base for the day's lesson.

“All students have ideas about math that are valid and worth talking about.”

**-Annie Fetter,
Contributing Author**

Lesson 3-1

Understand Equal Groups

 **Be Curious**

What do you notice?
What do you wonder?



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Be Curious provides a low-floor, high-ceiling activity that invites every student to explore, share ideas, and solve problems in their own way.




Develop Understanding Through Exploration

In Explore and Develop, the teacher has two ways to facilitate student understanding: Activity-Based and Guided Exploration. Integrated **Effective Teaching Practices** guide instruction and discourse, keeping the student at the center of the learning.

Explore & Develop 20 min

Learn

How can you represent the number of peaches in the three baskets?



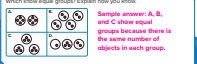
Each basket is one group. Each peach is one object.

Each basket has the same number of peaches. There are 3 equal groups with 5 objects in each group. 3 equal groups of 5. $3 \times 5 = 15$.

You can use **counters** to represent equal groups. **Language Precision** Why is it important to say "equal groups"?

Work Together

Which show equal groups? Explain how you know.



Sample answer: A, B, and C show equal groups because there is the same number of objects in each group.

Collect and Display

As you discuss the questions with the students, listen and write key words on the board that students use, such as groups, objects, number of, and multiplication. Display the words and phrases for student reference. Use the student-generated expressions to help them make connections between student language and math vocabulary. Update the collection with new understandings as the lesson progresses.

1 Pose the Problem

Pose Purposeful Questions

- What might you need to know before finding the total number of peaches?
- How could you find the total number of peaches in all 3 baskets?

2 Develop the Math

Choose the option that best meets your instructional goals.

Critique, Correct, and Clarify

On the board write, There are 3 groups with 3 objects in each group. Pair students to discuss whether this statement about the baskets of peaches is correct. Ask them to identify any mistakes and to make changes. Have students write a new, correct version of the sentence.

3 Bring It Together

Elicit and Use Evidence of Student Thinking

- If each basket had 6 peaches, how would the drawing be different?
- If there were 4 baskets that each had 4 peaches, what would the drawing look like?

Key Takeaway

- One meaning of multiplication is equal groups.

Work Together

The Work Together activity can be used as a formative assessment opportunity to check students' understanding of equal groups. Have students work on the activity in pairs before asking them to identify whether the options show equal groups.

Common Misconception: Students may think that D shows equal groups because the total number of objects in the first and last group is the same total as the middle group. Remind students that equal groups means that each group has the same number of objects.

Language of Math

Students need multiple opportunities to describe the number of groups, the number of objects in each group, and the total number of objects. Ask students questions that require them to use these terms when describing both representations and equations.

4 Unit 3 • Multiplication and Division

Activity-Based Exploration

Students work together to explore concepts, develop and test hypotheses, and—most importantly—engage in productive struggle as they problem solve and generalize learning.

Guided Exploration

Teachers facilitate exploration through thoughtful discourse and collaboration using an interactive, digital presentation.

CHOOSE YOUR OPTION

Activity-Based Exploration

Students explore and use equal groups to find the total number of objects.

Materials: counters or other countable manipulatives, yarn or string

Directions: Students will explore ways to find the total number of peaches in 5 baskets.

- Let's imagine there are five baskets and the baskets have peaches in them. How can you determine the total number of peaches in the baskets?

Students will use yarn or string to represent the baskets and counters to represent the peaches. Students may choose to place the same number of counters in each group or a different number. Have them find the total number of peaches and record their work.

ETP

Guided Exploration

Students build a understanding of one meaning of multiplication as equal groups.

ETP Use and Connect Mathematical Representations

- Think About It:** What does each object represent?
- What could be another way to show the number of baskets and the number of peaches in each basket?

Discuss with students the meaning of equal groups. Ensure that students understand that equal groups have the same number of objects in each group.

- How could you explain to a friend that the peaches are in equal groups?

Tailor Classroom Activities to Student Needs

Lesson Model: Practice & Reflect

Engage in Concepts Independently to Further Understanding


Practice and Reflect provides students with the ability to practice with questions that address all elements of rigor.


On My Own activities can be completed in the print Student Edition or eBook.

On My Own MATH REPLAY GO ONLINE

Name _____

How many? Fill in the blanks.

1.  _____ equal groups of _____

2.  _____ equal groups of _____

How can you represent the equal groups?


3. 2 equal groups of 7 4. 4 equal groups of 5


How many objects?


5. 4 equal groups of 4 pencils
 $4 \times 4 =$ _____ pencils

6. 3 equal groups of 2 mittens
 $3 \times 2 =$ _____ mittens

What equation represents the equal groups?

7.  _____

8.  _____

9. **STEM Connection** Finn has 3 construction sites. He assigns 8 workers to each site. How many workers does he assign? Explain how you know. 



Math Replay Video

Every lesson contains a one- to two-minute video explanation of the lesson concept for students to reference as they complete independent work.


Additional Practice contains two additional practice pages for every lesson to be completed in print or digital, which embeds learning aids.

Question 4 of 7

Question 4

Choose the correct answer.

Look at the equal groups.



Which multiplication equation represents the equal groups?

A) $2 \times 7 = 14$

B) $3 \times 6 = 18$

C) $3 \times 7 = 21$

D) $3 \times 7 = 21$

Need help with this question?

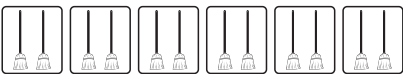
Exit Ticket: Use Data to Inform Differentiation

Every lesson closes with an Exit Ticket to check for student understanding and **provide recommendations to the teacher for further differentiation.**

Lesson 3-1
Exit Ticket

Name _____


1. How many? Fill in the blanks.



_____ equal groups of _____

2. Connor makes 5 small fruit bowls. Each fruit bowl has 4 cherries. How many cherries does Connor use to make the 5 fruit bowls?
Write a multiplication equation.


3. Randy arranges some beetles into equal groups. Which can be used to show how many beetles Randy has? Choose all that apply.



A. 2 equal groups of 2 B. $4 \times 2 = 8$
C. 4 equal groups of 2 D. $2 \times 2 = 4$

Reflect On Your Learning

I'm confused. I'm starting to understand. I understand. I can teach someone else.

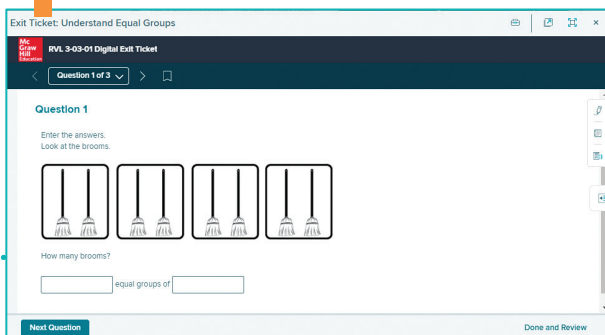


Assessment Resource Book 39

Reflect On Your Learning allows students to reflect on their learning daily and communicate their confidence level with the teacher.



Exit Tickets can be taken digitally, which provides immediate data reporting options.



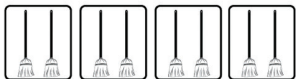
Exit Ticket: Understand Equal Groups

RVL 3-03-01 Digital Exit Ticket

Question 1 of 3

Question 1

Enter the answers.
Look at the brooms.



How many brooms?
_____ equal groups of _____

Next Question Done and Review

Exit Ticket Recommendations

If students score	Then have students do
3 of 3	Additional Practice or any of the B or E activities
2 of 3	<i>Take Another Look</i> or any of the B activities

Key for Differentiation

- R** Reinforce Understanding
- B** Build Proficiency
- E** Extend Thinking

Lesson Model: Differentiate

Create Purposeful Learning Moments Driven by Data












Differentiation within *Arizona Reveal Math* provides a variety of engaging, multi-modal activities in different delivery options that any student can access based on the area they need to focus on most for that lesson.

Reinforce Understanding through small-group instructional tasks, assignable digital lessons, and independent work.

Build Proficiency through digital games or interactives, the student practice book, and spiral review activities.

Extend Your Thinking through thoughtful application cards, simulations, web sketches, and extension worksheets.

Differentiate 🕒 10 min Select resources based on your classroom set up, or your students' needs.

<div style="background-color: #e91e63; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">R Reinforce Understanding</div> <div style="background-color: #e91e63; color: white; padding: 2px; font-size: 0.8em; writing-mode: vertical-rl; transform: rotate(180deg);">SMALL GROUP</div> <p>How Many Xs? Work with students in pairs. Have one student roll a number cube and then draw that number of circles. Then have the other student roll a number cube to determine the number of Xs to draw in each circle. Students should record a multiplication equation to find the total number of Xs. Help students recognize that they can skip count instead of counting all of the circles. Repeat the process. Have the students compare their totals over several rounds to determine the greatest number.</p>	<div style="background-color: #00728f; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">B Build Proficiency</div> <div style="background-color: #00728f; color: white; padding: 2px; font-size: 0.8em; writing-mode: vertical-rl; transform: rotate(180deg);">WORKSTATIONS</div> <p>Practice It! Game Station Equal Groups Bingo Students practice representing multiplication using equal groups.</p> <div style="text-align: center;">  </div>
<div style="background-color: #00728f; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">GO ONLINE</div> <p>Take Another Look Lesson Assign the interactive lesson to reinforce targeted skills.</p> <ul style="list-style-type: none"> Model Multiplication (Objects) <div style="text-align: center;">  </div>	<div style="background-color: #00728f; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">GO ONLINE</div> <p>Interactive Additional Practice Assign the digital version of the Student Practice Book.</p> <div style="text-align: center;">  </div>
<div style="background-color: #00728f; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">INDEPENDENT WORK</div> <p style="text-align: center; font-size: 0.8em;">Differentiation Resource Book, p. 25</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p style="font-size: 0.8em;">Lesson 3-1 • Reinforce Understanding</p> <p style="font-weight: bold; font-size: 1.1em;">Understand Equal Groups</p> <p>Name _____</p> <p>When objects are in equal groups, multiplication helps you determine the total.</p> <p>There are 4 pots with 2 flowers in each pot. Each pot is one group. Each flower is one object.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>4 equal groups of 2</p>  <p>$4 \times 2 = 8$</p> </div> <div style="text-align: center;">  </div> </div> <p>Draw equal groups to represent the equation.</p> <p>1. $3 \times 6 = 18$  Check student's drawings.</p> <p>What multiplication equation matches the representations?</p> <p>2.  $5 \times 4 = 20$ 3.  $3 \times 4 = 12$</p> <p>What representation matches the equation?</p> <p>4. $2 \times 4 = \underline{\quad}$   Check student's drawings.</p> </div>	<div style="background-color: #00728f; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">INDEPENDENT WORK</div> <p style="text-align: center; font-size: 0.8em;">Student Practice Book, pp. 25–26</p> <div style="border: 1px solid #ccc; padding: 10px;"> <p style="font-size: 0.8em;">Lesson 3-1</p> <p style="font-weight: bold; font-size: 1.1em;">Additional Practice</p> <p>Name _____</p> <p>Review You can multiply the number of equal groups by the number of objects in each group to find the total number of objects.</p> <p>If Jay buys five 4-packs of batteries, he buys a total of 20 batteries. $5 \times 4 = 20$.</p> <div style="text-align: center;">  </div> <p>5 packs \times 4 batteries per pack = 20 batteries in all</p> <p>How can you use a drawing to represent the equal groups?</p> <p>1. 4 equal groups of 6 Sample answer: Draw 4 groups of 6 circles.</p> <p>2. 5 equal groups of 2 Sample answer: Draw 5 groups of 2 circles.</p> <p>3. 2 equal groups of 8 Sample answer: Draw 2 groups of 8 circles.</p> </div>

8B Unit 3 • Multiplication and Division



Workstation Kit

The Workstation Kit provides resources to support differentiated workstations or centers.

Game Station

A fun way to engage with the lesson content and collaborate with classmates



Application Station

Opportunity to apply unit content to real-world problems and projects. Application Station Cards include:

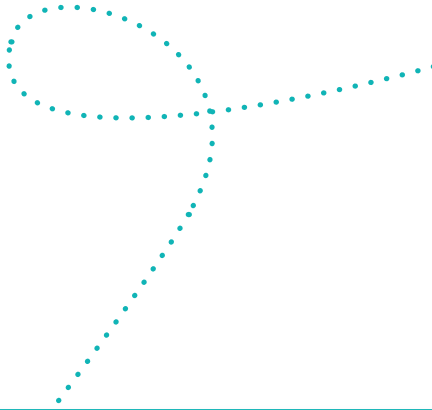
- STEM-Focused Projects
- Cross-Curricular Connections
- Real-World Problem Solving



Digital Station

Digital opportunities to interact and practice include:

- Digital Games
- STEM Adventures
- Interactive Practice
- Spiral Review
- Take Another Look Mini-Lessons



Extend Thinking

Use it! Application Station

How Many Beats in a Song? Students analyze sheet music to determine the number of beats in each measure of a song. The content of this card has concepts covered later in Lesson 3-4. You may want to assign this card to students ready to explore content covered later in this unit.



WORKSTATIONS

Own it! Digital Station

Build Fluency Games.

Assign the digital game to develop fluency with addition and subtraction.



Spiral Review

Assign the digital Spiral Review Practice to students or download and print PDFs of the Spiral Review from the Digital Teacher Center.



GO ONLINE


Websketch Exploration

Assign a Websketch Exploration to apply skills and extend thinking.



INDEPENDENT WORK

Student Practice Book, pp. 25–26

- What multiplication equation represents the equal groups?
 $3 \times 7 = 21$
- Haley buys markers in packages of 4. How many markers are in 3 packages?
 a. How can you draw a picture to represent the problem?
Students should draw 3 groups of 4 objects.
 b. What equation represents the problem?
 $3 \times 4 = 12$
 c. What is the solution? Fill in the blank.
 There are 12 markers in 3 packages.
- Randy earns money from walking dogs. He earns \$5 for walking each of 6 dogs. How much does Randy earn? Explain how you know.
Sample answer: 6 equal groups of \$5 or $6 \times 5 = 30$. He earns \$30 walking dogs.
- Finn fills an order for boxes of nails at 4 construction sites. He orders the same number of boxes for each site. How many boxes of nails might he order? Explain how you know.
Sample answer: If Finn orders 6 boxes of nails for each site, he needs 24 boxes of nails. $4 \times 6 = 24$.



Find things around your home that come in packages, such as grocery items or batteries. Have your child write multiplication equations to find the total number of objects in a certain number of packages.

Differentiation Resource Book, p. 26

- Lesson 3-1 • Extend Thinking
Understand Equal Groups
 Name _____
- What are some different ways to show 12 objects in equal groups? Show at least two different ways. Write a multiplication equation for each way.

Check students' answers.

Check students' answers.

 - Mr. Lopez is buying socks for 4 grandchildren. There are 12 pairs of socks in a package. He will give each grandchild the same number of pairs of socks.
 a. How many pairs of socks can Mr. Lopez give to each grandchild?
Mr. Lopez can give each grandchild 3 pairs of socks.
 b. How many pairs of socks could Mr. Lopez give to each grandchild if each package had 16 pairs of socks?
Mr. Lopez could give each grandchild 4 pairs of socks.

Flexible Assessments for Growth

Arizona Reveal Math[®] assessments allow students to demonstrate understanding through multimodal responses—verbal, written, visual, and hands-on. Assessments were designed with **Universal Design for Learning (UDL)** principles to support flexible, inclusive, and meaningful assessment.

Diagnostic Insights

Measure student understanding of prerequisite skills at the start of the year and before each unit with:

- The *ALEKS* Initial Knowledge Check—administered digitally at the beginning of the year.
- Unit Readiness Diagnostics—available in print or digital formats.

Summative Assessments and Performance Tasks

Evaluate student understanding, application, and progress aligned with the Arizona Mathematics Standards through:

- Unit Assessments
- Unit Secure Performance Tasks
- Benchmark Assessments
- Summative Assessments

Targeted Intervention

Access ready-made intervention resources aligned to diagnostic and summative assessment results:

- **Guided Support:** Teacher-facilitated, small-group mini-lessons
- **Skills Support:** Skill-based practice for targeted review
- **Take Another Look:** Digital mini lessons with gradual release activities

Name _____

Unit 3
How Ready Am I?

1. Which number makes the equation true?
 $5 + 4 = 4 + ?$

A. 3 B. 4 C. 5 D. 6

2. Cara bought a package of toy cars for each of her 5 friends. Each package has 4 cars. Which equation can be used to find the total number of cars Cara bought?

A. $5 + 4 = ?$ C. $4 + 4 + 4 + 4 = ?$
B. $5 + 5 + 5 + 5 + 5 = ?$ D. $4 + 4 + 4 + 4 + 4 = ?$

3. Marco has 3 shelves in his room. There are 3 trophies on each shelf. How many trophies does Marco have?

A. 3 B. 6 C. 9 D. 12

4. Maria's dog buried 15 bones. Maria found 6 bones. Maria wrote the subtraction equation $15 - 6 = ?$ to find out how many bones are still buried. Which equation could Maria use to help solve her equation?

A. $15 + 6 = 9$ C. $6 - 15 = 9$
B. $6 + 9 = 15$




Dynamic Digital Practice

Every lesson includes a range of practice sets with interactive question types, helpful tools, hints, examples, and multiple attempts allowed to support student success.



Spark student engagement with ready-to-play Kahoot! quizzes for each unit. You can easily launch each kahoot from the McGraw Hill platform—no extra accounts needed!

 **Administrator Reports:**
Access key insights and assessment results with ease.

Actionable Insights to Track Progress

The *Arizona Reveal Math*® data system, powered by the **Standards and Skills Graph**, serves as the hub for real-time class and student performance insights, tracking progress over time and highlighting past achievements across grade levels.

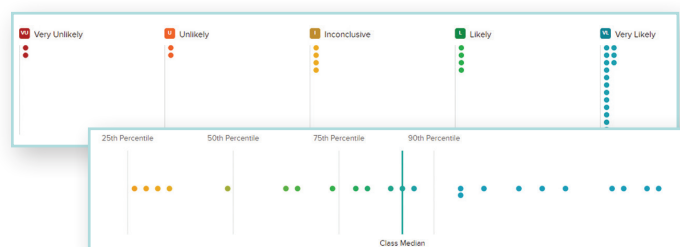


Data Sources:

The **Standards and Skills Graph** is populated with student interim assessment data as well as data from McGraw Hill's core, supplemental, and intervention programs.



Distribution Charts provide real-time insights into student readiness, displaying performance data by grade, domain, and standards at a glance. Each dot represents a student's progress, simplifying lesson planning and guiding instruction.



Five Levels of Tailored Recommendations at Your Fingertips

All data captured in the Standards and Skills Graph automatically groups students and generates up to five levels of tailored recommendations, including personalized practice and small-group mini-lessons. Built-in support for intervention and acceleration is all assignable with a single click.



Explore More Reports

Unlock additional insights to support student growth and instruction with:

✓ **Actionable Insights to Track Progress:** Review real-time data for *Arizona Reveal Math* practice and assessments, including item analysis by student and class.

✓ **Standards Performance Report:** See class and student performance by standard, with cumulative scores to support instructional decisions.

Personalize Student Learning Like Never Before

Arizona Reveal Math[®] is more than just a curriculum—it's a complete learning ecosystem personalized to meet each student's needs.



Arizona Reveal Math Generates Rich Data in Real Time

As students answer questions, data from **Interim Assessments, Daily Core Practice & Assessment, Advanced Adaptive Learning, and Dynamic Personalized Practice** flows into the program's data system, generating powerful insights.



Real-Time Data Powers Personalized Learning Paths

Rich data automatically generates individualized learning paths for each student, grouping them by what they need and saving teachers valuable planning time.

As students' needs evolve, the program updates its personalized recommendations accordingly—new data generates new insights each and every day.

Dynamic Personalized Practice **A** **B**

Using real-time insights, *Arizona Reveal Math* automatically groups students and generates up to five levels of personalized recommendations to meet each student's needs. Teachers can easily assign mini-lesson, tools, and scaffolds with one click, ensuring all learners access grade-level content.

Advanced Adaptive Learning with ALEKS[®] **C**

ALEKS[®] *Adventure*[™] and *ALEKS* use AI to assess and adjust in real time, providing practice tailored to each student's skill level. This targeted intervention or acceleration helps students focus on what they're ready to learn instead of standard grade-level content.

Collaborative and Independent Learning **D**

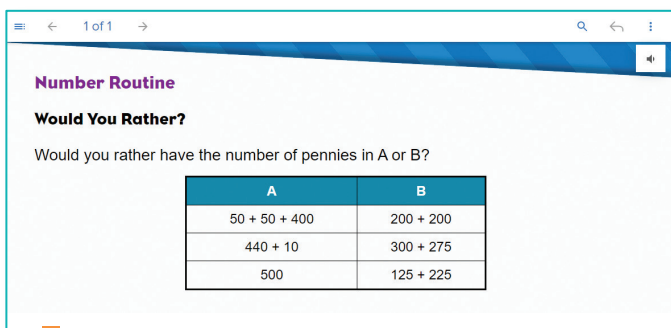
Students apply their understanding through both digital and hands-on small-group activities and independent practice, including ready-made games and tasks with STEM connections.



Fluency Supports Throughout the Unit

Fluency is not just about memorization; it is about having a working understanding and mastery of operations, relationships, and concepts. *Arizona Reveal Math* speaks to all the elements of fluency throughout each unit.

Daily Fluency Activities



Number Routine
Would You Rather?
Would you rather have the number of pennies in A or B?

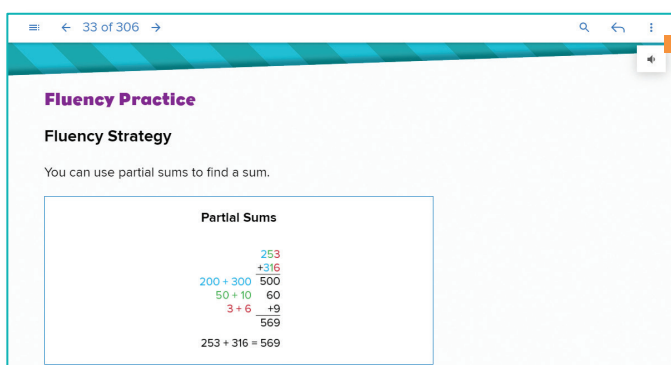
A	B
$50 + 50 + 400$	$200 + 200$
$440 + 10$	$300 + 275$
500	$125 + 225$

Number routines develop a strong number sense and promote an efficient and flexible application of strategy to solve unknown problems. Students use discussion and reasoning to help make the most of the previously learned strategy.



Spiral Review and Digital Games provide ample practice of previously learned content to develop proficiency and fluency throughout the year.

Unit Fluency Practice



Fluency Practice
Fluency Strategy
You can use partial sums to find a sum.

Partial Sums	
	253
	+316
200 + 300	500
50 + 10	60
3 + 6	9
	569
253 + 316	= 569

Fluency Practice is available for each unit in both the print and interactive Student Edition. Based on:

- **Fluency Strategy** – focus on practice with the strategy
- **Fluency Flash** – a check for understanding
- **Fluency Check** – students utilize whichever strategies they are most comfortable using
- **Fluency Talk** – students share their responses and communicate their understanding

Language Supports Throughout the Unit and Lesson

Arizona Reveal Math was developed around the belief that mathematics is not just a series of operations, but a way of communicating—listening, speaking, reading, writing, and most importantly, thinking. All students can benefit from support designed to develop and promote the use of mathematical language.

MLD

Math Language Development

The **Math Language Development** feature offers insights into one of the four areas of language competence—reading, writing, listening, and speaking—and strategies to build students’ proficiency with language.

EL

English Learner Scaffolds

English Learner Scaffolds are based on WIDA levels and provide teachers with scaffolded instruction to help students make meaning of math vocabulary, ideas, and concepts in context.

Language Objectives

In addition to a content objective, each lesson has a **language objective** that identifies a linguistic focus of the lesson for all learners. The language objective also identifies the math language routines of the lesson.

LOM

Language of Math

Language of Math promotes the development of key vocabulary terms that support how we talk about and think about math in the context of the lesson content.

MLR

Math Language Routines

Designed by Stanford Center for Assessment, Learning, and Equity, the following Math Language Routines occur in every lesson during Explore and Develop to promote the use of mathematical language.

- MLR1: Stronger and Clearer Each Time
- MLR2: Collect and Display
- MLR3: Critique, Correct, and Clarify
- MLR4: Information Gap
- MLR5: Co-Craft Questions and Problems
- MLR6: Three Reads
- MLR7: Compare and Connect

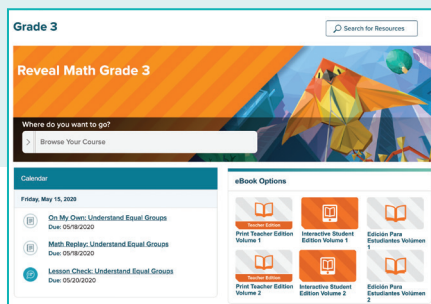


Program Components: Teacher

Teacher Digital Experience

Teachers have access to an intuitive and easy-to-use platform from which to plan and implement engaging instruction. The teacher experience includes:

- Daily interactive lesson presentations
- Engaging, rich differentiation resources
- Auto-scored practice and assessment items
- Customizable assessments and item banks
- Teacher and administrator data and reporting
- Professional development workshops and videos
- Unit and lesson files that can be downloaded with one click
- Ability to add resources, including presentations, website links, and more
- Classroom management and grouping tools

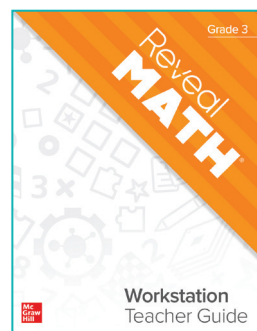


Teacher Edition, 2-volume

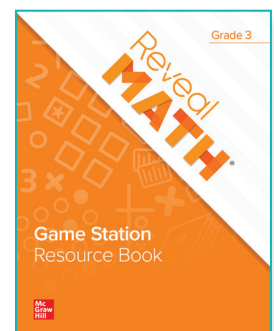
Workstation Kit



Application Station Cards



Workstation Teacher Guide

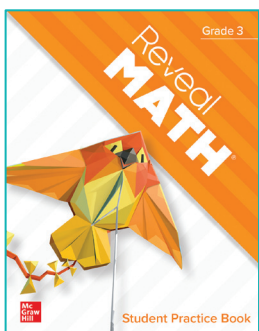


Game Station Resource Book

Program Components: Student

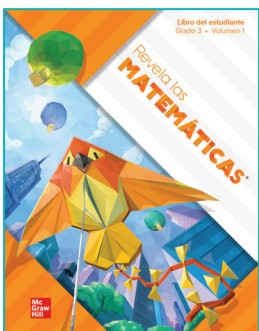


Student Edition, 2-volume



Student Practice Book

Spanish Components



Student Edition,
2-volume

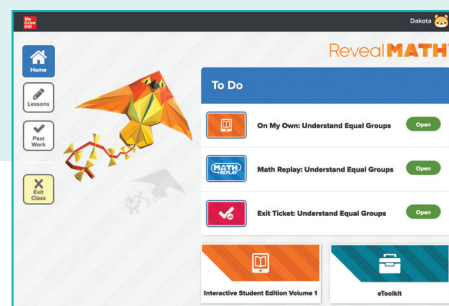


Student Practice Book

Student Digital Experience

Students have access to a robust set of engaging digital tools and interactive learning aids, including:

- Interface designed for elementary students
- Interactive Student Edition
- Daily interactive practice with embedded learning aids
- Online assessments with interactive item types
- Digital games designed for purposeful practice
- Instructional mini-lessons to reinforce understanding
- Rich exploratory STEM Adventures
- Visual and dynamic WebSketch activities
- Animations, videos, and eTools



Arizona Reveal **MATH**[®]

Learn more at:

mheducation.com/arizona

