



Discover the Universal Design for Learning in *California Reveal Math*[®]

California Reveal
MATH[®]



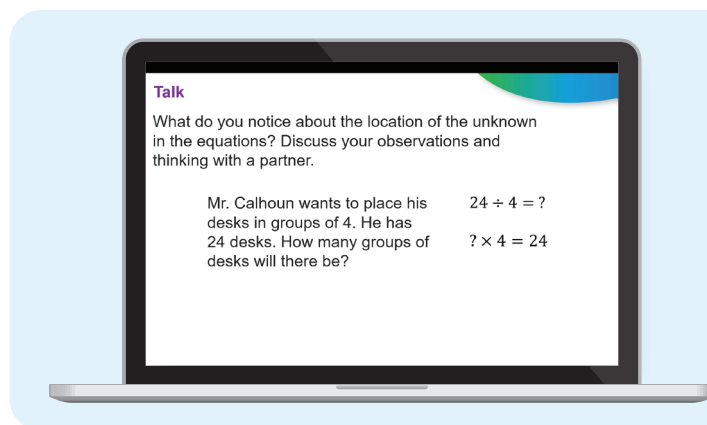
California Reveal Math[®] and Universal Design for Learning

California Reveal Math leverages Universal Design for Learning (UDL) to ensure that all students can access mathematical concepts in ways that best support their individual learning needs. Guided by a deeply held belief that everyone can learn to see themselves as capable mathematicians, our expert authors and learning scientists designed each component of *California Reveal Math* to promote learner agency, reduce barriers, and provide regular opportunities for reflection and meaningful mathematical sense-making.

Rich Discourse

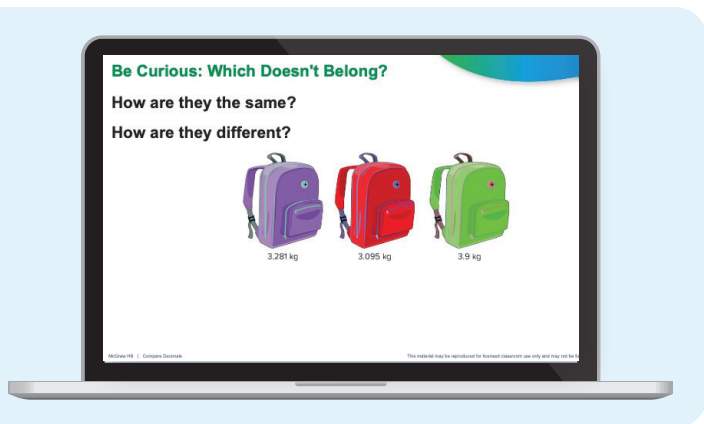
Robust discourse integrated throughout the program ensures all students have equitable opportunities to engage in mathematical discussion. Embedded into the lesson model is the **Introduce–Talk–Connect** discourse framework. This framework provides a structure that allows students to:

- Hear different strategies and ways of thinking about math.
- Discuss different representations.
- Reflect on their thinking.
- Synthesize their understanding.
- Bridge language and academic vocabulary.
- Make connections to prior knowledge.



Multiple Means of Math Learning

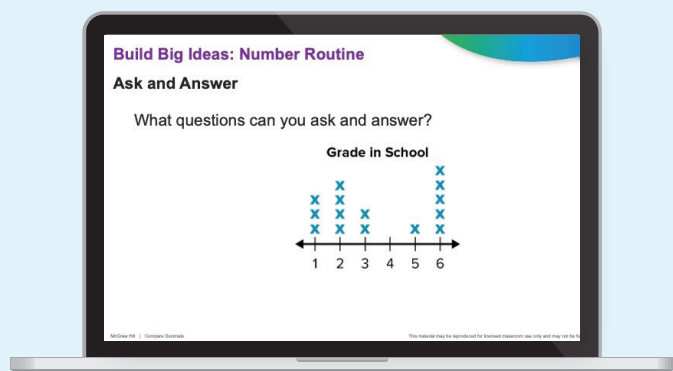
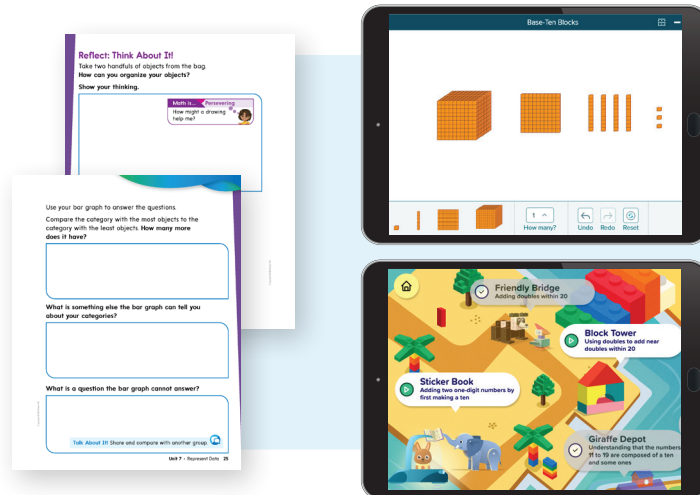
California Reveal Math[®] promotes mathematical exploration and conceptual visualization through **Multiple Means of Representation**. Learning experiences integrate models, manipulatives, verbal discussions, and digital tools to ensure that students enjoy opportunities to interact with content in different contexts.



The curriculum also emphasizes **Multiple Means of Engagement** to cultivate student curiosity, motivation, and interest in mathematics. Learning experiences integrate real-world application of math concepts and problem-solving tasks that support students in seeing how math connects to their lives. **Be Curious** sense-making routines empower students to share their ideas and discover math all around them.



California Reveal Math[®] additionally celebrates a variety of learning and communication styles with **Multiple Means of Action and Expression**. By allowing students to demonstrate their conceptual understanding verbally, in writing, using manipulatives, or via interactive problem-solving and technology-based responses, *California Reveal Math* empowers them to showcase their individual strengths.

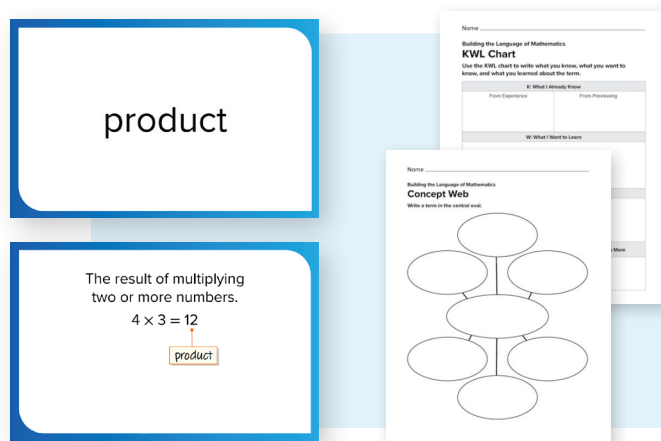


Number Routines provide teachers with prompts and facilitation questions designed to encourage students to share their ideas, try a variety of strategies, and approach discussions from different perspectives. These routines not only build fluency, but support students with **Multiple Means of Representation, Multiple Means of Engagement, and Multiple Means of Action and Expression**.

The Language of Mathematics

The *California Reveal Math* program features several additional components specifically designed using UDL processes and principles to build student agency and access to math learning and vocabulary:

- Embedded **Math Language Development** activities in every unit serve to deepen understanding of how language can be used for different purposes.
- **Vocabulary Cards** offer visual references for key terms.
- **Building the Language of Math** leverages various graphic organizers to help students engage with academic vocabulary in math.



Math Language Routines engage all students in developing the ability to communicate their thinking and ideas mathematically.

Math Language Routines

MLR1: Stronger and Clearer Each Time

- Purpose:** students write and share a sentence, making revisions, if needed.
- Overview:** In Lesson 2.4, students write a sentence about how a piece-value chart helps them identify the value of digits in decimals, share the sentence with a partner, and then revise after feedback.

MLR2: Collect and Display

- Purpose:** students connect their own language to math vocabulary.
- Overview:** In Lesson 2.2, students discuss questions, and their relevant words and phrases are displayed.

MLR3: Critique, Correct, and Clarify

- Purpose:** students correct a statement.
- Overview:** In Lesson 2.1, students decide if a statement is correct and then explain their thinking and how to correct the mistake.

do to solve a problem.
is read a problem three times, the
rs, the second time to write the
third time to solve the problem.

Find Problems
items and solutions.
pairs co-create a problem, work
their problem with another pair.

in supports to answer questions.
is use prompts about using
ring whole numbers to help them
ing decimals.

Multilingual Learner Scaffolds

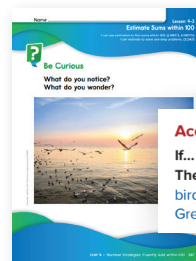
Emerging To help students focus on grammatical analysis, furnish sentence frames to express their findings: The subject is..., and it is singular/plural. The verb it takes is..., and it is singular/plural. You may have to explain that the subject takes the singular pronoun *it* here as it is the word itself.

Expanding Students may produce or encounter irregular verbs: do, have, and be. List the singular and plural forms and create a wall chart to which students can refer not only now, but also in the future.

Bridging Present sentences of greater length and/or difficulty from the student edition. For example, the interrogative sentence *How is rounding decimals similar to rounding whole numbers?* has the singular subject *rounding* (or the phrase *rounding decimals*, also singular); consequently, it needs to take the singular *is* to have subject-verb agreement.

Multilingual Learner Scaffolds provided at point of use help teachers address the needs of their language learners.

- **Access Content Prompts** use If... Then... Statements at the point of use to support students in accessing and engaging with the content.



Access Content

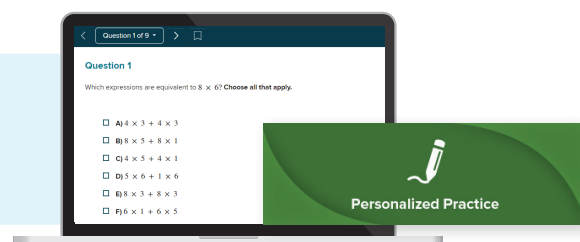
If... students are not familiar with the birds in the image,
Then... identify these as seagulls. Say: *These are seagulls, a kind of bird that are found near large bodies of water such as oceans and the Great Lakes.*

Support All Learners

California Reveal Math[®] also provides **data-driven instructional recommendations** to meet the needs of every learner.

- **Take Another Look** lessons are interactive reviews that reinforce key concepts and skills through a variety of scaffolds and differentiated strategies to support all learners.

Personalized Practice provides lesson-level practice problems tailored for individual students.



- **Small Group Mini Lessons** are teacher-led, targeted, hands-on lessons based on data that support student learning by providing concrete modeling to build conceptual understanding, offering additional support for students who need it while also providing extension activities for advanced learners.

California Reveal Math supports the Universal Design for Learning. Learn more at mhecalifornia.com/reveal