NEW MEXICO
Public Education Department

F.4 - Grade 4 Math

PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)			
Publisher/Provider Name/Imprint:	McGraw Hill LLC	Grade(s):	4
Title of Student Edition:	Reveal Math, Grade 4, MH Student Bundle with ALEKS Adventure, 6-year	Student Edition ISBN:	9781266754340
Title of Teacher Edition:	Reveal Math, Grade 4, Teacher Resource Package, 1-year	Teacher Edition ISBN:	9781264389377
Title of SE Workbook:		SE Workbook ISBN:	

PUBLISHER/PROVIDER CITATION VIDEO: Reviewer must view video before starting the review of this set of materials.			
Citation Video Link:	https://www.brainshark.com/1/player/mcgraw-hillseg?pi=zHbzymQE9zlCYQz0&r3f1=&fb=0		
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In: (Include ONLY if submitting digital materials as part of the review set listed above.)	Website: my.mheducation.com	Username: NMk5Math25	Password: NMdemo25!

Section 1: Standards Review -- Math Content Standards

PUBLISHER/PROVIDER INSTRUCTIONS:

Reviewer directions for Math Content Standards Review: **Columns D-F:** The publisher/provider will provide a citation or citations from the **Teacher Edition (teacher-facing materials)** **Columns G-I:** Using the **Student Edition, Student Workbook, or other student-facing materials**, provide a citation for each math content standard in

Criteria #	Standard	F.4 Grade 4 Math Standards Review	Publisher/Provider Citation from Teacher Edition	Score	**If Scored D:** Reviewer's Evidence for Publisher Citation	Reviewer Citation from Student Edition/Workbook	Score	**Required:** Reviewer's Evidence	Comments, other citations, notes
DOMAIN: 4.OA - Operations and Algebraic Thinking									
Cluster: Use the four operations with whole numbers to solve problems.									
1	**4.OA.1**	Interpret a multiplication equation as a comparison, e.g., interpret 35= 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Volume 1: pp 110, 110A, 111						
2	**4.OA.2**	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	Volume 1: pp 114, 114A, 115 Volume 1: pp 118, 118A, 119						
3	**4.OA.3**	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Volume 1: pp 94, 94A,9 5 Volume 1: pp 196, 196A, 197 Volume 1: pp 232, 232A, 233						
Cluster: Gain familiarity with factors and multiples.									
4	**4.OA.4**	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	Volume 1: pp 142, 142A, 143-144 New Mexico Connections: Grade 4, p 17: (digital asset clickpath: Login to MHE OLP > Grade 4 > Browse this course > Program Resources: Course Materials > Planning Resources)						
Cluster: Generate and analyze patterns.									
5	**4.OA.5**	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*	Volume 1: pp 50, 50A, 51						
DOMAIN: 4.NBT - Number and Operations in Base Ten									
Cluster: Generalize place value understanding for multi-digit whole numbers.									
6	**4.NBT.1**	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*	Volume 1: pp 34, 34A, 35						
7	**4.NBT.2**	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Volume 1: pp 42, 42A, 43						
8	**4.NBT.3**	Use place value understanding to round multi-digit whole numbers to any place.	Volume 1: pp 46, 46A, 47						
Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic.									
9	**4.NBT.4**	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Volume 1: pp 70, 70A, 71 Volume 1: pp 82, 82A,8 3						
10	**4.NBT.5**	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Volume 1: pp 182, 182A, 183 Volume 1: pp 190, 190A, 191						

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Criteria #	**Standard**	**F.4 Grade 4 Math Standards Review**	Publisher/Provider Citation from Teacher Edition	Score	**If Scored D:** Reviewer's Evidence for Publisher Citation	Reviewer Citation from Student Edition/Workbook	Score	**Required:** Reviewer's Evidence	Comments, other citations, notes
11	**4.NBT.6**	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Volume 1: pp 224 ,224A, 225						
DOMAIN: 4. NF - Number and Operations - Fractions									
Cluster:	**Extend understanding of fraction equivalence and ordering.**								
12	**4.NF.1**	Explain why a fraction *a/b* is equivalent to a fraction *(n × a)/(n × b)* by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Volume 2: pp 8, 8A, 9						
13	**4.NF.2**	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	Volume 2: pp 16, 16A, 17						
Cluster:	**Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**								
14	**4.NF.3**	Understand a fraction *a/b* with *a > 1* as a sum of fractions 1/*b* .	Volume 2: p 34						
15	**4.NF.3a**	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Volume 2: pp 38, 38A, 39 Volume 2: pp 46, 46A, 47						
16	**4.NF.3b**	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*	Volume 2: pp 35-36						
17	**4.NF.3c**	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	Volume 2: pp 42, 42A, 43 Volume 2: pp 50, 50A, 51						
18	**4.NF.3d**	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Volume 2: pp 156, 156A, 157						
19	**4.NF.4**	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Volume 2: pp 102, 102A, 103						
20	**4.NF.4a**	Understand a fraction *a/b* as a multiple of 1/*b* . *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*	Volume 2: pp 106, 106A, 107						
21	**4.NF.4b**	Understand a multiple of *a/b* as a multiple of 1/*b* , and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*	Volume 2: pp 110, 110A, 111						
22	**4.NF.4c**	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*	Volume 2: pp 120, 120A, 121						
Cluster:	**Understand decimal notation for fractions, and compare decimal fractions.**								

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Criteria #	**Standard**	**F.4 Grade 4 Math Standards Review**	Publisher/Provider Citation from Teacher Edition	Score	**If Scored D:** Reviewer's Evidence for Publisher Citation	Reviewer Citation from Student Edition/Workbook	Score	**Required:** Reviewer's Evidence	Comments, other citations, notes
23	**4.NF.5**	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*	Volume 2: pp 132, 132A, 133						
24	**4.NF.6**	Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*	Volume 2: pp 136, 136A, 137						
25	**4.NF.7**	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	Volume 2: pp 140, 140A, 141						
DOMAIN: 4.MD - Measurement and Data									
Cluster:	**Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**								
26	**4.MD.1**	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*	Volume 2: pp 162, 162A, 163						
27	**4.MD.2**	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Volume 2: pp 150, 150A, 151 Volume 2: pp 178, 178A, 179 Volume 2: pp 184, 184A, 185						
28	**4.MD.3**	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*	Volume 2: pp 196, 196A, 197						
Cluster:	**Represent and interpret data.**								
29	**4.MD.4**	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*	Volume 2: pp 200, 200A, 201						
Cluster:	**Geometric measurement: understand concepts of angle and measure angles.**								
30	**4.MD.5**	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	Volume 2: p 220						
31	**4.MD.5a**	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles.	Volume 2: pp 221-222						
32	**4.MD.5b**	An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	Volume 2: p 224						
33	**4.MD.6**	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	Volume 2: pp 225-226						

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34	**4.MD.7**	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	Volume 2: pp 236, 236A, 237						
DOMAIN: 4.G - Geometry									
Cluster: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.									
35	**4.G.1**	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Volume 2: pp 216, 216A, 217						
36	**4.G.2**	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	Volume 2: pp 240, 240A, 241 Volume 2: pp 244, 244A, 245						
37	**4.G.3**	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Volume 2: pp 250, 250A, 251						

Standards for Mathematical Practice (SMPs)		Reviewer Tracking--Occurrences of SMPs within Materials:			
		First fourth of the	Second fourth of the	Third fourth of the	Final Fourth of the
1	Make sense of problems and persevere in solving them.				
2	Reason abstractly and quantitatively.				
3	Construct viable arguments and critique the reasoning of others.				
4	Model with mathematics.				
5	Use appropriate tools strategically.				
6	Attend to precision.				
7	Look for and make use of structure.				
8	Look for and express regularity in repeated reasoning.				

Section 2: Math Content Review

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Criteria #	Grades K-12 Math Content Criteria	Score	Required: Reviewer's Evidence from Material *Include where you found the evidence in the material and what evidence you found that supports your score.*	Comments, citations, notes
FOCUS AREA 1: RIGOR AND MATHEMATICAL PRACTICES **Materials support student mastery through a grade-appropriate balance of rigor: conceptual understanding, procedural fluency, and application.** **Materials meaningfully connect the Content Standards (CCSS) with the Standards for Mathematical Practice (SMPs).**				
1	***Conceptual Understanding:*** Materials support the intentional development of students' conceptual understanding of key mathematical concepts.			
2	***Procedural Skill and Fluency:*** Materials support intentional opportunities for students to develop procedural skills and fluencies in alignment with what is called for in the grade-level standards.			
3	***Application:*** Materials support students' ability to leverage mathematical skills, concepts, representations, and strategies across a range of contexts, (including applying learning to real-world situations and new contexts).			
4	***Balance of Rigor:*** *With equitable intensity* The three aspects of rigor are not always treated together and are not always treated separately. The three aspects are balanced with respect to the standards being addressed in each grade level.			
5	***SMPs 1 and 6*** Materials support the intentional development of making sense of problems and attending to precision as required by the mathematical practice standards 1 and 6.			
6	***SMPs 2 and 3*** Materials support the intentional development of reasoning abstractly and quantitatively, along with developing viable arguments and critiquing the reasoning of others, in connection to the content standards, as required by the practice standards 2 and 3.			
7	***SMPs 4 and 5*** Materials support the intentional development of modeling and using tools, in connection to the content standards, as required by the mathematical practice standards 4 and 5.			
8	***SMPs 7 and 8*** Materials support the intentional development of seeing structure and generalizing, in connection to the content standards, as required by the mathematical practice standards 7 and 8.			
FOCUS AREA 2: STUDENT CENTERED INSTRUCTION **Materials contain embedded resources (routines, strategies, and pedagogical suggestions) to support all students in developing a positive mathematical identity, cultivating self-efficacy, and seeing themselves as a contributor to the math community.**				
9	Materials provide students with opportunities to develop self-efficacy and a positive mathematical identity through opportunities to engage in grade-level tasks using various sharing strategies and approaches.			
10	Materials provide opportunities for students to see themselves as contributors to the math community.			
FOCUS AREA 3: INSTRUCTIONAL SUPPORTS FOR ALL STAKEHOLDERS **Materials provide guidance and resources to support educators in internalizing the mathematical content and providing responsive and differentiated instruction to all students. Materials contain helpful resources to support implementation and instruction (e.g. materials for leaders, teachers, students, families/ caregivers, etc).**				

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Criteria #	Grades K-12 Math Content Criteria	Score	Required: Reviewer's Evidence from Material *Include where you found the evidence in the material and what evidence you found that supports your score.*	Comments, citations, notes
11	Teacher materials contain full, adult-level explanations and examples of the mathematics concepts within lessons so teachers can improve their own knowledge of the subject. Materials are in print or clearly distinguished/accessible as a teacher's edition in digital materials.			
12	The materials provide guidance for unit/lesson preparation to support use of the materials as intended and to further develop the teachers' own understanding of the mathematical approach.			
13	Teacher materials provide insight into students' ways of thinking with respect to important mathematical concepts, especially anticipating a variety of student responses.			
14	Materials contain strategies for informing parents or caregivers about the mathematics program and suggestions for how they can help support student progress and achievement.			

Section 2: All Content Review

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Criteria #	All Content Criteria Review	Score	**Required:** Reviewer's Evidence from Material *Include where you found the evidence in the material and what evidence you found that supports your score.*	Comments, citations, notes
FOCUS AREA 1: COHERENCE **Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.**				
1	Instructional materials address the full content contained in the standards for all students by grade level.			
2	Instructional materials support students to show mastery of each standard.			
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.			
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.			
FOCUS AREA 2: WELL-DESIGNED LESSONS **Instructional materials take into account effective lesson structure and pacing.**				
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments shows a purposeful sequencing of teaching and learning expectations.			
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.			
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.			
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.			
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.			
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.			
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.			
FOCUS AREA 3: RESOURCES FOR PLANNING **Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.**				
12	Instructional materials provide a list of lessons in the Teacher Edition (in print or clearly distinguished/ accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit.			
13	Instructional materials support teachers with instructional strategies to help guide students' academic development.			
14	Instructional materials include a teacher edition/ teacher-facing material with useful annotations and suggestions on how to present the content in the student edition/student-facing material and in the supporting material.			
15	Instructional materials integrate opportunities for digital learning, including interactive digital components.			
FOCUS AREA 4: ASSESSMENT **Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.**				

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16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. *(Adopted New Mexico Content Standards for 2025: CCSS for Mathematics.)*			
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.			
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, and/or acceleration.			
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.			
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.			
FOCUS AREA 5: EXTENSIVE SUPPORT **Instructional materials give all students extensive opportunities and support to explore key concepts.**				
21	Instructional materials can be customized or adapted to meet the needs of different student populations.			
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.			
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.			
24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement.			
25	Instructional materials include opportunities for all students that encourage and support critical and creative thinking, inquiry, and complex problem-solving skills.			
FOCUS AREA 6: CULTURAL AND LINGUISTIC PERSPECTIVES **Instructional materials represent a variety of cultural and linguistic perspectives.**				
26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.			
27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.			
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.			
FOCUS AREA 7: INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS **Instructional materials highlight diversity in culture and language through multiple perspectives.**				
29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.			

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30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.			
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.			
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.			