

F.5 - Grade 5 Math

PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)									
Publisher/Provider Name/Imprint: McGraw Hill LLC Grade(s): 5									
Title of Student Edition:	Reveal Math, Grade 5, MH Student Bundle with ALEKS Adventure, 6-year	Student Edition ISBN:	9781266755453						
Title of Teacher Edition:	Reveal Math, Grade 5, Teacher Resource Package, 1-year	Teacher Edition ISBN:	9781264389445						
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:	Citation Video Link: https://www.brainshark.com/1/player/mcgraw-hillseg?pi=zHbzyr							
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		Reviewer directions for Math Content Standards Review:	Columns D-F: The publisher/provider will p	rovide a cita	tion or citations from the Teacher Edition	Çodurhes-G-tirtésiog élre áltardal) t Edition, St	tudent Workb	pook, or other student-facing materials	provide a citation for each math cont
Criteria #	Standard	F.5 Grade 5 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	: 5.OA - Operati	ons and Algebraic Thinking							•
luster:	Write and inte	rpret numerical expressions.							
		Use parentheses, brackets, or braces in numerical expressions, and	Volume 2 pp 240, 240A, 241						
1	5.OA.1	evaluate expressions with these symbol.							
		Write simple expressions that record calculations with numbers, and	Volume 2 pp 232, 232A, 233						
		interpret numerical expressions without evaluating them. For example,							
2	5.OA.2	express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$.							
2	5.UA.2	Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$,							
		without having to calculate the indicated sum or product.							
luster:	Analyze patter	ns and relationships.						1	1
		Generate two numerical patterns using two given rules. Identify	Volume 2 pp 246, 246A, 247						1
		1	Volume 2 pp 250, 250A, 251						1
		pairs consisting of corresponding terms from the two patterns, and graph	Volume 2 pp 254, 254A, 255						
_		the ordered pairs on a coordinate plane. For example, given the rule							1
3		"Add 3" and the starting number 0, and given the rule "Add 6" and the							
		starting number 0, generate terms in the resulting sequences, and							1
		observe that the terms in one sequence are twice the corresponding							1
		terms in the other sequence. Explain informally why this is so.							
ONANIN	· E NPT Numbe	er and Operations in Base Ten							
		e place value system.							
	- State Stand the		Volume 1 pp 064					1	
			Volume 1 pp 068						1
			New Mexico Connections: Grade 3,						1
		Recognize that in a multi-digit number, a digit in one place represents 10	p 8: (digital asset clickpath: Login to						
4	5.NBT.1	times as much as it represents in the place to its right and 1/10 of what it	MHE OLP > Grade 3 > Browse this						
		represents in the place to its left.	course > Program Resources:						
			Course Materials > Planning						
			Resources)						
		Explain patterns in the number of zeros of the product when multiplying	Volume 1 pp 136, 136A, 137						
		a number by powers of 10, and explain patterns in the placement of the	Volume 1 pp 140, 140A, 141						
5	5.NBT.2		Volume 1 pp 174, 174A, 175						1
		Use whole-number exponents to denote powers of 10.	Volume 2 pp 004, 4A, 5						
									
6	5.NBT.3	Read, write and compare decimals to thousandths.	Volume 1 pp 073-74						
			Volume 1 pp 077-78	ļ			1		
_		Read and write decimals to thousandths using base-ten numerals,	Volume 1 pp 072, 72A						
7	5.NBT.3.a	number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7$							
		× 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	N. I		 		+		
8	E NIDT 3 :	Compare two decimals to thousandths based on meanings of the digits in	voiume 1 pp 0/6, 76A						1
ð	5.NBT.3.b	each place, using >, =, and < symbols to record the results of							1
9	5.NBT.4	comparisons. Use place value understanding to round decimals to any place.	Volume 1 pp 082, 82A, 83		+		+		
		tions with multi-digit whole numbers and with decimals to hundredths.	voiuitie 1 pp 062, 82A, 83		<u> </u>				
	· ·	Fluently multiply multi-digit whole numbers using the standard	Volume 1 pp 162, 162A, 163	1			I		
10	5.NBT.5	algorithm.	10.0.ne 1 pp 102, 102A, 103						1
		8	Volume 1 pp 216						
		· · · · · · · · · · · · · · · · · · ·	Volume 1 pp 220						
			Volume 1 pp 224						
11	5.NBT.6	multiplication and division. Illustrate and explain the calculation by using	• • • • • • • • • • • • • • • • • • • •						
		equations, rectangular arrays, and/or area models.							1
	1	1-4		1	1		1	1	i

	R/PROVIDER IN	eview Math Content Standards STRUCTIONS:							
ODLISTIL	TO VIDER IN	Reviewer directions for Math Content Standards Review:	Columns D-F: The publisher/provider will p	rovide a cita	tion or citations from the Teacher Edition	Çolarhes-G-tirtg-iogetreatterilei) t Edition, Si	tudent Workb	ook, or other student-facing materials	, provide a citation for each math cont
riteria #	Standard	F.5 Grade 5 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
		Add, subtract, multiply, and divide decimals to hundredths, using	Volume 1 pp 104			-			
	i '	concrete models or drawings and strategies based on place value,	Volume 1 pp 108						
	i '	properties of operations, and/or the relationship between addition and	Volume 1 pp 116						
	i '	subtraction; relate the strategy to a written method and explain the	Volume 1 pp 120						
		reasoning used.	Volume 1 pp 124A, 125						
	i '	-	Volume 1 pp 182						
12	5.NBT.7		Volume 1 pp 188						
	i '		Volume 1 pp 192						
	i '		Volume 1 pp 196						
	i '		Volume 2 pp 012						
	i '		Volume 2 pp 016						
	i '		Volume 2 pp 020						
	i '		Volume 2 pp 024						
OMAIN:	5.NF - Number	and OperationsFractions			<u>'</u>				
		fractions as a strategy to add and subtract fractions.							
		Add and subtract fractions with unlike denominators (including mixed	Volume 2 pp 048, 48A, 49				1		
	1	numbers) by replacing given fractions with equivalent fractions in such a	Volume 2 pp 056, 56A, 57						
13	5.NF.1	way as to produce an equivalent sum or difference of fractions with like	Volume 2 pp 060, 60A, 61						
-		denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In	Volume 2 pp 064, 64A, 65						
	i '	general, $a/b + c/d = (ad + bc)/bd$).	10.a 2 pp 00 1, 0 11 1, 05						
		Solve word problems involving addition and subtraction of fractions	Volume 2 pp 038, 38A, 39						
	i '	referring to the same whole, including cases of unlike denominators,	то т						
	i '	e.g., by using visual fraction models or equations to represent the							
14		problem. Use benchmark fractions and number sense of fractions to							
		estimate mentally and assess the reasonableness of answers. For							
	i '	example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that							
	i '	3/7 < 1/2.							
uster:		nd previous understandings of multiplication and division to multiply ar	d divide fractions.		'		·		
		Interpret a fraction as division of the numerator by the denominator	Volume 2 pp 130, 130A, 131						
	i '	$(a/b = a \div b)$. Solve word problems involving division of whole numbers							
		leading to answers in the form of fractions or mixed numbers, e.g., by							
		using visual fraction models or equations to represent the problem. For							
		example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4							
15	5.NF.3	multiplied by 4 equals 3, and that when 3 wholes are shared equally							
	i '	among 4 people each person has a share of size 3/4. If 9 people want to							
		share a 50-pound sack of rice equally by weight, how many pounds of							
	i '	rice should each person get? Between what two whole numbers does							
	i '	your answer lie?							
		Apply and extend previous understandings of multiplication to multiply a	Volume 2 pp 084						
16	5.NF.4	fraction or whole number by a fraction.	Volume 2 pp 098						
			Volume 2 pp 110						
		Interpret the product $(a/b) \times q$ as a parts of a partition of q into b	Volume 2 pp 084A, 85-86				1		
	Í '	equal parts; equivalently, as the result of a sequence of operations $a \times q$							
17	5.NF.4.a	÷ b . For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$,							
		and create a story context for this equation. Do the same with $(2/3) \times$							
	Í '	$(4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)							
		Find the area of a rectangle with fractional side lengths by tiling it with	Volume 2 pp 088A				1		
	Í '		Volume 2 pp 110A						
18	5.NF.4.b	the area is the same as would be found by multiplying the side lengths.							
		Multiply fractional side lengths to find areas of rectangles, and represent							
	i '	fraction products as rectangular areas.							
19	5.NF.5	Interpret multiplication as scaling (resizing) by:							
	3.146.3	Comparing the size of a product to the size of one factor on the basis of	Volume 2 pp 114, 115						
		Companie the size of a broduct to the size of one factor of the pasis of	voidine 2 pp 114, 113	ĺ			1	1	1
20	5.NF.5.a	the size of the other factor, without performing the indicated			1				

Standard F. 5 Grade 5 Math Standards Review Explaining why multiplying age year number by a faction from the factors and mixed processing and processing a	
The standard of F. Garda S Math Standards Review Coplaining why multiplying a given number by a fraction greater than 1 as familiar case); responsibly the standard of the st	
Sandard Sandar	rovide a citation for each math cont
results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining with multiplicity a given number by a fraction less than 1 results in a product smaller than the given number and relating the principle of fraction equivalence o // e (n × o// lp. x²) to the effect of multipliving of by v1. 22. S.M.F. Solve real world problems involving multiplication of fractions and mixed multiplication of by v1. 23. S.M.F. Apply and extend previous understandings of division to divide unit fractions. Interpret division of a unit fraction by a non-zero whole number. Apply and extend previous understandings of division to divide unit fractions. Interpret division of a unit fraction by a non-zero whole number. Apply and extend previous model to show the quotient. Use the relationship between multiplication and division to explain that of (1/2) e 4 = 1/1.7 Decause (1/12) e 4 = 1/3. 24. S.N.F. 2. A and use o visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that of (1/2) e 4 = 1/3. Decause (1/12) e 4 = 1/3. 25. S.N.F. 3. Interpret division of a whole number by a unit fraction, and compute such quotient. For example, create a stary context for 4 e (1/2) and use or visual fraction model to show the quotient. Use the relationship between multiplication of a whole number by a unit fraction, and compute such quotient. See the relationship between multiplication of a cuplin that e (1/3) = 20 26. S.N.F. 3. Solver east unit of problems involving existent to problems. The relationship between multiplication and division to explain that e (1/3) = 20 27. S.N.F. 3. Solver east unit of problems involving existent to problems. For example, how much chaoteder will each person get if 3 people since 1/2 p	omments, other citations, notes
multiplication by whole numbers greater than a sa familiar case); explaining why multipliking a give number by a fraction is shall a result in a product smaller than the given number; and relating the principle of fraction equivalence of p = [n n o/ [n n b) to the effect of multiplying of b by 1. Shore real world provious understandings of division to divide unit the problem. The problem. Shore real world provious understandings of division to divide unit the problem. Interpret division of a write fraction by a non-zero whole number, and understanding of division to divide unit fraction. Interpret division of a write fraction by a non-zero whole number, and understanding of division to divide unit fraction. Interpret division of a write fraction by a non-zero whole number, and understanding of division to divide unit fraction. Interpret division of a write fraction by a non-zero whole number, and understanding the problem. Interpret division of a write fraction by a non-zero whole number, and the number, and the number and understanding the problem. Interpret division of a write of the number and understanding the number	
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Sink Fa. Solve real world problems involving multiplication of fractions and mixed volume 2 pp 118, 118A, 119 23 S.NF.7 Apply and extend previous understandings of division to divide unit fractions. By whole numbers and whole numbers by unit fractions. By whole numbers and whole numbers by unit fractions. By whole numbers and whole numbers by unit fractions. By whole numbers and whole numbers by unit fractions. By whole numbers and whole numbers by unit fractions. By whole numbers and whole numbers by unit fractions. By whole numbers and whole numbers by numbers. By a number of the problem. 24 S.NF.7.a 4, and use a visual fraction model to show the quoteent. Use the elaboriship between multiplication and division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 * {1/5}, and see a visual fraction of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 * {1/5}, and see a visual fraction model to show the quotient to the relationship between multiplication and division of or unit fractions, as, by whole numbers and whole numbers by more zero whole numbers and division of visual fractions, as, by whole numbers and whole numbers by more zero whole numbers and division of whole numbers by more zero whole numbers and division of visual fractions, as, by whole numbers and whole numbers by more zero whole numbers and division of visual fractions, as, by whole numbers and whole numbers by more zero whole numbers and division of visual fractions, as, by whole numbers and whole numbers by more zero whole numbers and division of visual fractions, as, by whole numbers and whole numbers by more zero whole numbers and division of visual fractions, as a visual fraction model to show the numbers by mint fractions, as a visual fraction seed and sequential fractions and the problem. For example, the number shows and the problem. For example, the numbers of the problem. For example, the numbers of the numbers of the prob	
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23 5.NF.7 7 Apply and extend previous understandings of division to divide unit the problem. 24 5.NF.7 7 Apply and extend previous understandings of division to divide unit fractions. You unit fractions by unit fractions. You unit fractions by whole numbers and whole numbers by unit fractions. You unit fractions by a non-zero whole number, and compute such quotients. For example, create a story context for ft/3) + 4 A, and use a visual fraction mode to show the quotient. Use the relationship between multiplication and division to explain that ft/3) + 4 25 5.NF.7.1 a function for a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4; (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that of 4; (1/5) and use a visual fraction model to show the quotient. Use the relationship between multiplication and wishion to explain that of 4; (1/5) = 20 Because 20 x (1/5) = A. 25 5.NF.7.C 5.NF.7.C 5.NF.7.C 5.VF.7.C	
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23 5.NF.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and and whole numbers by unit fractions. Volume 2 pp 128, 1242.4 133 24 5.NF.7.a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, rearte a tory context for (1/3) + 4, and use we visual fraction model to show the quotient. Use the relotionship between multiplication and and division to explain that (1/3) - 4 = 1/12 because (1/12) × 4 = 19/12 because (1/12) × 4 = 19/1	
24 S.NF.7.a Interpret distance of a unit fraction sy annot rection by a nont rection	
Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/1/2 Beccure (1/2/2) × 4 = 1/3. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 S.NF.7.b Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chacolate will each person get (if 3 peals share 1/2 ib of chacolate equally? How many 1/3-cup servings are in 2 cups of paisins? S.NF.7.c S.NF.7	
24 S.NF.7.a compute such quotients. For example, create a story context for (1/3) - 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) + 4 = 1/12 because (1/2) × 4 = 1/3. 25 S.NF.7.b Interpret division of a vhole number by a unit fraction, and compute such quotients. For example, create a story context for 4 (1/4), and use a visual fraction and division to show the quotient. Use the relationship between multiplication and division to explain that 4 + (1/5) = 20 because 20 x (1/5) = 4. 26 S.NF.7.c Solve real world problems involving division of unit fractions, e.g., by whole numbers and division of whole numbers by unit fractions, e.g., by sing visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 ib of chocolate equally? How many 1/3-cup servings are in 2 cups of 1/2 ib of chocolate equally? How many 1/3-cup servings are in 2 cups of 1/2 ib of chocolate will each person get if 3 people share 1/2 ib of chocolate equally? How many 1/3-cup servings are in 2 cups of 1/2 ib of chocolate will each person get if 7/2 pers	
2.5.NF.7.a 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that ct [/3] ÷ 4 = 1/1.2 because (1/12) × 4 = 1/3. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ 1/5/9, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/3) = 4. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocalate will each person get if 3 people share 1/2 lb of chocalate equality? How many 1/3-cup servings are in 2 cups of raisins? 2.5.MD.1 Solve measurement and Data Convert like measurement units within a given measurement vyten (e.g., convert 5 cm to 0.05 m), and use these volume 2 pp 172, 172A, 173 [Solume 2 pp 176, 176A, 177 [Juster: Represent and interpret data. And are in lep plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beokers, find the amount of liquid each beoker would contain if the total amo	
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1/12 because (1/12) × 4 = 1/3.	
Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 + (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 + (1/5) = 20 because 20 x (1/5) = 4. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by whole numbers and division of whole numbers by unit fractions, e.g., by whole numbers and division of whole numbers by unit fractions, e.g., by whole numbers and division of whole numbers by unit fractions, e.g., by whole numbers and division of whole numbers by unit fractions, e.g., by whole numbers and division of whole numbers by unit fractions, e.g., by whole numbers and division of whole numbers by unit fractions, e.g., by whole numbers and division of whole numbers by unit fractions, e.g., by whole numbers and division of whole numbers by unit fractions of a large fraction of a large	
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the beakers were redistributed equally.	
Liuster: Geometric measurement: Understand concepts or volume and relate volume to multiplication and addition.	
29 S.MD.3 Recognize volume as an attribute of solid figures and understand Volume 1 pp 035-36	
concepts of volume measurement.	
30 S.MD.3.a A cube with side length 1 unit, called a "unit cube," is said to have "one Volume 1 pp 034	
cubic unit" of volume, and can be used to measure volume.	
31 5.MD.3.b A solid figure which can be packed without gaps or overlaps using n unit Volume 1 pp 038	
5.MD.3.b cubes is said to have a volume of <i>n</i> cubic units.	
Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic Volume 1 pp 039-40	
32 5.MD.4 Internal of the state	
Relate volume to the operations of multiplication and addition and solve Volume 1 nn M3-44	
33 5.MD.5 real world and mathematical problems involving volume.	

ection 1	: Standards R	Review Math Content Standards							
JBLISHE	R/PROVIDER IN								
		Reviewer directions for Math Content Standards Review:		provide a cita		or Columns-G-t ingsing the attential) t Edition, Stu	udent Workb	book, or other student-facing materials	, provide a citation for each math conte
riteria #	Standard	F.5 Grade 5 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
			Volume 1 pp 042		'				
			Volume 1 pp 052		'				
34	5.MD.5.a	same as would be found by multiplying the edge lengths, equivalently by	/ 		'				
	J.IVID.J.a	multiplying the height by the area of the base. Represent threefold			'				
		whole-number products as volumes, e.g., to represent the associative			'				
	·	property of multiplication.			'				
		Apply the formulas $V = I \times w \times h$ and $V = b \times h$ for rectangular prisms	Volume 1 pp 053-54		'				
35	5.MD.5.b	to find volumes of right rectangular prisms with whole- number edge			'				
33	3.IVID.3.D	lengths in the context of solving real world and mathematical problems.			'				
	·								
		Recognize volume as additive. Find volumes of solid figures composed of	Volume 1 pp 048, 48A, 49		'				
36	5.MD.5.c	two non-overlapping right rectangular prisms by adding the volumes of			'				
•		the non-overlapping parts, applying this technique to solve real world			'				
		problems.							
	5.G - Geometry	•							
ister:		on the coordinate plane to solve real-world and mathematical problems.		4			_		
			Volume 2 pp 198, 198A, 199		'				
		, ,	Volume 2 pp 202, 202A, 203		'				
		arranged to coincide with the 0 on each line and a given point in the			'				
		plane located by using an ordered pair of numbers, called its			'				
37	1 561	coordinates. Understand that the first number indicates how far to travel	4		'				
		from the origin in the direction of one axis, and the second number			'				
		indicates how far to travel in the direction of the second axis, with the			'				
		convention that the names of the two axes and the coordinates			'				
	· i	correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).			,				
\dashv		Represent real world and mathematical problems by graphing points in	Volume 2 pp 206, 206A, 207	†	†				
38	5.G.2	the first quadrant of the coordinate plane, and interpret coordinate			'				
	·	values of points in the context of the situation.							
ter:		imensional figures into categories based on their properties.							
Ţ		Understand that attributes belonging to a category of two-dimensional	Volume 2 pp 210, 210A, 211						
39	5.G.3	figures also belong to all subcategories of that category. For example, all	Volume 2 pp 220, 220A, 221		'				
פפ	j.u.3	rectangles have four right angles and squares are rectangles, so all			'				
	·	squares have four right angles.	<u> </u>		<u> </u>	1			
40	5.G.4	Classify two-dimensional figures in a hierarchy based on properties.	Volume 2 pp 214, 214A, 215		T				

Stand	dards for Mathematical Practice (SMPs)	Reviewer TrackingOccurrences 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 PUBLISHERS/PROVIDERS: • The Math Content Review tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab. • The material will be scored for alignment with each criterion as "Meets expectations", "Partially meets expectations", or "Does not meet expectations". Required: Reviewer's Evidence from Material Criteria Grades K-12 Math Content Criteria Score Include where you found the evidence in the material and what Comments, citations, notes # evidence you found that supports your score. 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). Conceptual Understanding: Materials support the intentional development of students' 1 conceptual understanding of key mathematical concepts. Procedural Skill and Fluency: Materials support intentional opportunities for students to 2 develop procedural skills and fluencies in alignment with what is called for in the grade-level standards. Application: Materials support students' ability to leverage 3 mathematical skills, concepts, representations, and strategies across a range of contexts, (including applying learning to real-world situations and new contexts). 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. 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. SMPs 2 and 3 Materials support the intentional development of reasoning abstractly and quantitatively, along with 6 developing viable arguments and critiquing the reasoning of others, in connection to the content standards, as required by the practice standards 2 and 3. SMPs 4 and 5 Materials support the intentional development of modeling 7 and using tools, in connection to the content standards, as required by the mathematical practice standards 4 and 5. SMPs 7 and 8 Materials support the intentional development of seeing

FOCUS AREA 2: STUDENT CENTERED INSTRUCTION

standards 7 and 8.

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.

	Materials provide students with opportunities to develop		
۵	self-efficacy and a positive mathematical identity through		
9	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

structure and generalizing, in connection to the content standards, as required by the mathematical practice

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).

Section 2: Math Content Review

PUBLISHERS/PROVIDERS:

- The Math Content Review tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab.
- The material will be scored for alignment with each criterion as "Meets expectations", "Partially meets expectations", or "Does not meet expectations".

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

PUBLISHERS/PROVIDERS:

- The All Content Review tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab.
- The material will be scored for alignment with each criterion as "Meets expectations", "Partially meets expectations", or "Does not meet expectations".

Does	not meet expectations.			
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 A	REA 1: COHERENCE			
Instruction	onal materials are coherent and consistent with the New Mo	exico Conte	nt Standards	
that all st	tudents should study in order to be college- and career-read	ly.		
	Instructional materials address the full content contained			
1	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.			
3	of maturity appropriate to the grade level dilder review.			
	Instructional materials are coherent, making meaningful			
4	connections for students by linking the standards within a			
	lesson and unit.			
FOCUS A	REA 2: WELL-DESIGNED LESSONS			
Instruction	onal materials take into account effective lesson structure a	nd pacing.		
	The Teacher Edition presents learning progressions to			
	provide an overview of the scope and sequence of skills			
5	and concepts. The design of the assignments shows a			
	purposeful sequencing of teaching and learning			
	expectations.			
	Within each lesson of the instructional materials, there are			
6	clear, measurable, standards-aligned content objectives.			
-	NAGALia			
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the			
'	content objectives.			
	Instructional materials provide focused resources to			
8	support students' acquisition of both general academic			
	vocabulary and content-specific vocabulary.			
	The visual design of the instructional materials (whether in			
9	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 A	REA 3: RESOURCES FOR PLANNING			
Instruction	onal materials provide teacher resources to support plannin	g, learning,		
and unde	erstanding of the New Mexico Content Standards.			
	Instructional materials provide a list of lessons in the			
	Teacher Edition (in print or clearly distinguished/ accessible			
12	as a teacher's edition in digital materials), cross-referencing			
12	the standards addressed and providing an estimated			
	instructional time for each lesson, chapter, and unit.			
42	Instructional materials support teachers with instructional			
13	strategies to help guide students' academic development.			
	Instructional materials include a teacher edition/ teacher-			
	facing material with useful annotations and suggestions on			
14	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 A	REA 4: ASSESSMENT			

Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.

Section 2: All Content Review

PUBLISHERS/PROVIDERS:

- The All Content Review tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab.
- The material will be scored for alignment with each criterion as "Meets expectations", "Partially meets expectations", or "Does not meet expectations".

All Content Criteria Review Instructional materials provide a variety of assessments and measure student progress in all strands of the standards for the content under 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
nat measure student progress in all strands of the		2	
Adopted New Mexico Content Standards for 2025: CCSS or Mathematics.)			
Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language bjectives.			
istructional materials provide scoring guides for seessments that are aligned with the standards they ddress, and that offer teachers guidance in interpreting sudent performance and suggestions for further istruction, differentiation, and/or acceleration.			
structional materials provide appropriate assessment iternatives for English Learners, Culturally and nguistically Diverse students, advanced students, and pecial needs students.			
structional materials include opportunities to assess udent understanding and knowledge of the standards sing technology.			
A 5: EXTENSIVE SUPPORT			
	support to	explore key concepts.	
neet the needs of different student populations.			
nd/or activities to meet the needs of students working			
estructional materials provide appropriate linguistic upport for English Learners and Culturally and nguistically Diverse students, and accommodations and lodifications for other special populations that will upport their regular and active participation in learning potent.			
istructional materials provide strategies and resources for eachers to inform and engage parents, family members, and caregivers of all learners about the program and rovide suggestions for how they can help support student rogress and achievement.			
structional materials include opportunities for all rudents that encourage and support critical and creative inking, inquiry, and complex problem-solving skills.			
A 6: CULTURAL AND LINGUISTIC PERSPECTIVES al materials represent a variety of cultural and linguistic p	erspectives		
structional materials inform culturally and linguistically esponsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.			
estructional materials provide a collection of images, cories, and information, representing a broad range of emographic groups, and do not make generalizations or einforce stereotypes.			
instructional materials provide context, illustrations, and ctivities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse ultural and linguistic backgrounds.			
· · ·	SPONSIVE L	ENS	
al materials highlight diversity in culture and language thr	ough multi _l	ple perspectives.	
estructional materials include tools and resources to relate the content area appropriately to diversity in culture and			
	mmative assessments, clearly defining which standards e being assessed through content and language ojectives. structional materials provide scoring guides for sessments that are aligned with the standards they iddress, and that offer teachers guidance in interpreting udent performance and suggestions for further struction, differentiation, and/or acceleration. structional materials provide appropriate assessment ternatives for English Learners, Culturally and neguistically Diverse students, advanced students, and ecial needs students. structional materials include opportunities to assess udent understanding and knowledge of the standards ing technology. A 5: EXTENSIVE SUPPORT In materials give all students extensive opportunities and is structional materials can be customized or adapted to eet the needs of different student populations. structional materials provide differentiated strategies ad/or activities to meet the needs of students working ellow proficiency and those of advanced learners. structional materials provide appropriate linguistic proof for English Learners and Culturally and neguistically Diverse students, and accommodations and odifications for other special populations that will proof their regular and active participation in learning intent. Structional materials provide strategies and resources for achers to inform and engage parents, family members, and caregivers of all learners about the program and ovide suggestions for how they can help support student ogress and achievement. structional materials include opportunities for all udents that encourage and support critical and creative inking, inquiry, and complex problem-solving skills. A 6: CULTURAL AND LINGUISTIC PERSPECTIVES and materials represent a variety of cultural and linguistically sponsive pedagogy by affirming students' backgrounds in e materials themselves and in the student discussions. structional materials provide context, illustrations, and tivities for onsections to make interdisciplinary connections of force	mmative assessments, clearly defining which standards e being assessed through content and language objectives. structional materials provide scoring guides for sessments that are aligned with the standards they ldress, and that offer teachers guidance in interpreting udent performance and suggestions for further struction, differentiation, and/or acceleration. structional materials provide appropriate assessment ternatives for English Learners, Culturally and nguistically Diverse students, advanced students, and ecial needs students. structional materials include opportunities to assess udent understanding and knowledge of the standards ing technology. A 5: EXTENSIVE SUPPORT If materials give all students extensive opportunities and support to structional materials can be customized or adapted to eet the needs of different student populations. structional materials provide differentiated strategies ad/or activities to meet the needs of students working elow proficiency and those of advanced learners. structional materials provide appropriate linguistic pport for English Learners and Culturally and nguistically Diverse students, and accommodations and odifications for other special populations that will apport their regular and active participation in learning intent. structional materials provide strategies and resources for achers to inform and engage parents, family members, and caregivers of all learners about the program and ovide suggestions for how they can help support student ogress and achievement. structional materials inform culturally and linguistic perspectives structional materials inform culturally and linguistic perspectives structional materials inform culturally and linguistically sponsive pedagogy by affirming students' backgrounds in e materials themselves and in the student discussions. A 6: CULTURAL AND LINGUISTIC PERSPECTIVES If materials represent a variety of cultural and linguistic perspectives structional materials provide a collection of images, ories, and information, re	immative assessments, clearly defining which standards be being assessed through content and language jectives. structional materials provide scoring guides for sessments that are aligned with the standards they didress, and that offer teachers guidance in interpreting dudent performance and suggestions for further struction, differentiation, and/or acceleration. structional materials provide appropriate assessment ternatives for figilish Learners, Culturally and guistically Diverse students, advanced students, and ecial needs students. structional materials include opportunities to assess udent understanding and knowledge of the standards ing technology. SE EXTENSIVE SUPPORT If materials give all students extensive opportunities and support to explore key concepts. structional materials are be customized or adapted to eet the needs of different student populations. structional materials provide diproriate linguistic poor for English Learners and Culturally and guistically Diverse students, and accommodations and odifications for other special populations that will popor their regular and active participation in learning intent. structucional materials provide strategies and resources for achieves to inform and engage parents, family members, in discreptions of all learners about the program and ovide suggestions for how they can help support student ogers and advice perturbation in learning intent. structional materials include opportunities for all udents that encourage and support critical and creative indica, inquiry, and complex problem-solving skills. structional materials include opportunities for all udents that encourage and support critical and creative indica, inquiry, and complex problem-solving skills. structional materials inform culturally and linguistically perspectives. structional materials inform culturally and linguistically perspectives. structional materials provide a collection of images, or indicase steries by a fiftering students backgrounds in ematerials themselves and in

Section 2: All Content Review

PUBLISHERS/PROVIDERS:

- The All Content Review tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab.
- The material will be scored for alignment with each criterion as "Meets expectations", "Partially meets expectations", or "Does not meet expectations".

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