NEW MEXICO
Public Education Department

F.0 - Grade K Math

PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)			
Publisher/Provider Name/Imprint:	McGraw Hill LLC	Grade(s):	K
Title of Student Edition:	Reveal Math, Grade K, MH Student Bundle with ALEKS Adventure, 6-years	Student Edition ISBN:	9781265498313
Title of Teacher Edition:	Reveal Math, Grade K, Teacher Resource Package, 1-year	Teacher Edition ISBN:	9781264389186
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** for each math content standard.		**If Scored D:** Reviewer's Evidence for Publisher Citation	**Columns G-I:** The publisher/provider will provide a citation or citations from the **Student Edition, Student Workbook, or other student-facing materials** , provide a citation for each math content standard in		**Required:** Reviewer's Evidence	
Criteria #	**Standard**	**F.0 Grade K Math Standards Review**	Publisher/Provider Citation from Teacher Edition	Score		Reviewer Citation from Student Edition/Workbook	Score		Comments, other citations, notes
DOMAIN: K.CC - Counting and Cardinality									
Cluster:	**Know number names and the count sequence.**								
1	**K.CC.1**	Count to 100 by ones and by tens.	Vol 2: pp. 154, 154A, 155 Vol 2: pp. 160, 160A, 161						
2	**K.CC.2**	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Vol 2: pp. 164, 164A, 165						
3	**K.CC.3**	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Vol 1: pp. 118, 118A, 119 Vol 2: pp. 58, 58A, 59 Vol 2: pp. 94, 94A, 95						
Cluster:	**Count to tell the number of objects.**								
4	**K.CC.4**	Understand the relationship between numbers and quantities; connect counting to cardinality.	Vol 1: pp. 38, 38A, 39						
5	**K.CC.4.a**	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Vol 1: pp. 34, 34A, 35 New Mexico Connections: Grade K, p. 8 (digital asset clickpath: Login to MHE OLP > Grade K > Browse this course > Program Resources: Course Materials > Planning Resources)						
6	**K.CC.4.b**	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Vol 1: pp. 80, 80A, 81 Vol 1: pp. 84, 84A, 85						
7	**K.CC.4.c**	Understand that each successive number name refers to a quantity that is one larger.	Vol 1: pp. 104, 104A, 105						
8	**K.CC.5**	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Vol 2: pp. 168, 168A, 169 Vol 1: pp. 100, 100A, 101						
Cluster:	**Compare numbers.**								
9	**K.CC.6**	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	Vol 1: pp. 58, 58A, 59 Vol 1: pp. 108, 108A, 109						
10	**K.CC.7**	Compare two numbers between 1 and 10 presented as written numerals.	Vol 1: pp. 112, 112A, 113						
DOMAIN: K.OA - Operations and Algebraic Thinking									
Cluster:	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**								
11	**K.OA.1**	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Vol 1: pp. 212, 212A, 213 Vol 1: pp. 228, 228A, 229 Vol 1: pp. 232, 232A, 233						
12	**K.OA.2**	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Vol 1: pp. 240, 240A, 241						
13	**K.OA.3**	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	Vol 2: pp. 16, 16A, 17 Vol 2: pp. 26, 26A, 27 Vol 2: pp. 34, 34A, 35						
14	**K.OA.4**	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Vol 2: pp. 30, 30A, 31						
15	**K.OA.5**	Fluently add and subtract within 5.	Vol 2: pp. 4, 4A, 5 Vol 2: pp. 8, 8A, 9						
DOMAIN: K.NBT - Number and Operations in Base Ten									
Cluster:	**Work with numbers 11-19 to gain foundations for place value.**								

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Criteria #	**Standard**	**F.0 Grade K 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
16	**K.NBT.1**	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Vol 2: pp. 68, 68A, 69 Vol 2: pp. 90, 90A, 91 Vol 2: pp. 102, 102A, 103						
DOMAIN: K.MD - Measurement and Data									
Cluster: Describe and compare measurable attributes.									
17	**K.MD.1**	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Vol 2: pp. 214, 214A, 215						
18	**K.MD.2**	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	Vol 2: pp. 222, 222A, 223						
Cluster: Classify objects and count the number of objects in each category.									
19	**K.MD.3**	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	Vol 1: pp. 142, 142A, 143 Vol 1: pp. 146, 146A, 147 Vol 1: pp. 149-150						
DOMAIN: K.G - Geometry									
Cluster: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).									
20	**K.G.1**	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.*	Vol 1: pp. 182, 182A, 183 Vol 2: pp. 138, 138A, 139						
21	**K.G.2**	Correctly name shapes regardless of their orientations or overall size.	Vol 1: pp. 164, 164A, 165 Vol 1: pp. 170, 170A, 171 Vol 2: pp. 122, 122A, 123						
22	**K.G.3**	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Vol 2: pp. 114, 114A, 155						
Cluster: Analyze, compare, create, and compose shapes.									
23	**K.G.4**	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Vol 2: pp. 180, 180A, 181 Vol 2: pp. 194, 194A, 195						
24	**K.G.5**	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Vol 2: pp. 186, 186A, 187 Vol 2: pp. 198, 198A, 199						
25	**K.G.6**	Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	Vol 2: pp. 190, 190A, 191						

Standards for Mathematical Practice (SMPs)		Reviewer Tracking--Occurrences of SMPs within Materials:			
		First fourth of the materials	materials	Third fourth of the materials	Final Fourth of the materials
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:

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- 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
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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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.			

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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.**				

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29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.			
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.			