



F.2 - Grade 2 Math

PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)

Publisher/Provider Name/Imprint:	McGraw Hill LLC	Grade(s):	2
Title of Student Edition:	Reveal Math, Grade 2, MH Student Bundle with ALEKS Adventure, 6-years	Student Edition ISBN:	9781265822811
Title of Teacher Edition:	Reveal Math, Grade 2, Teacher Resource Package, 1-year	Teacher Edition ISBN:	9781264389322
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=zHbzYmQE9zICyQz0&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.mehducation.com	Username: NMk5Math25	Password: NMdemo25!

Section 1: Standards Review -- Math Content Standards									
PUBLISHER/PROVIDER INSTRUCTIONS:									
Criteria #	Standard	F.2 Grade 2 Math Standards Review	Publisher/Provider/Citation from Teacher Edition	Score	If Scored 0: Reviewer's Evidence for Publisher Citation	Reviewer Citation from Student Edition/Workbook	Score	Required: Reviewer's Evidence	Comments, other citations, notes
DOMAIN: 2.OA - Operations and Algebraic Thinking									
Cluster: Represent and solve problems involving addition and subtraction.									
1	2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Volume 1 pp 102 Volume 1 pp 106 Volume 1 pp 110 Volume 1 pp 114 Volume 1 pp 118 Volume 1 pp 122 Volume 1 pp 136 Volume 1 pp 140 Volume 1 pp 236 Volume 1 pp 240						
Cluster: Add and subtract within 20.									
2	2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Volume 1 pp 152, 152A, 153 Volume 1 pp 202, 202A, 203						
Cluster: Work with equal groups of objects to gain foundations for multiplication.									
3	2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Volume 1 pp 78, 78A, 79 New Mexico Connections: Grade 2, p. 11 (igital asset clippath: Login to MHE OLP > Grade 2 > Browse this course > Program Resources: Course Materials > Planning Resources)						
4	2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Volume 1 pp 90, 90A, 91						
DOMAIN: 2.NBT - Number and Operations in Base Ten									
Cluster: Understand place value.									
5	2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 100 can be thought of as a bundle of ten tens -- called a "hundred."	Volume 1 pp 38, 38A, 39 Volume 1 pp 24, 24A, 35 Volume 1 pp 46, 46A, 47						
6	2.NBT.1.A	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Volume 1 pp 68, 68A, 69 Volume 1 pp 72, 72A, 73						
7	2.NBT.1.B	Count within 1000; skip-count by 5s, 10s, and 100s.	Volume 1 pp 42, 42A, 43						
8	2.NBT.2	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Volume 1 pp 52, 52A, 53						
9	2.NBT.3	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.							
10	2.NBT.4	Use place value understanding and properties of operations to add and subtract.							
Cluster: Use place value understanding and properties of operations to add and subtract.									
11	2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Volume 1 pp 160 Volume 1 pp 164 Volume 1 pp 168 Volume 1 pp 214 Volume 1 pp 222 Volume 1 pp 236 Volume 1 pp 232						
12	2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	Volume 1 pp 186, 186A, 187						
13	2.NBT.7	Add and subtract within 100, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Volume 2 pp 96 Volume 2 pp 100 Volume 2 pp 130 Volume 2 pp 134 Volume 2 pp 138 Volume 2 pp 146						
14	2.NBT.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Volume 2 pp 88, 88A, 89 Volume 2 pp 126, 126A, 127						
15	2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	Volume 2 pp 112, 112A, 113 Volume 2 pp 154, 154A, 155						
DOMAIN: 2.MD - Measurement and Data									
Cluster: Measure and estimate lengths in standard units.									
16	2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Volume 2 pp 4, 4A, 5 Volume 2 pp 8, 8A, 9 Volume 2 pp 24, 24A, 25						
17	2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Volume 2 pp 16, 16A, 17 Volume 2 pp 32, 32A, 33						
18	2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	Volume 2 pp 20, 20A, 21 Volume 2 pp 36, 36A, 37						
19	2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Volume 2 pp 12, 12A, 13 Volume 2 pp 28, 28A, 29						
Cluster: Relate addition and subtraction to length.									
20	2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Volume 2 pp 42, 42A, 43						
21	2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ... and represent whole-number sums and differences within 100 on a number line diagram.	Volume 1 pp 172, 172A, 173 Volume 1 pp 218, 218A, 219						
Cluster: Work with time and money.									
22	2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Volume 2 pp 72, 72A, 73 Volume 2 pp 76, 76A, 77						
23	2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using $\$$ and c symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	Volume 2 pp 62, 62A, 63 Volume 2 pp 68, 68A, 69						
Cluster: Represent and interpret data.									
24	2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Volume 2 pp 184, 184A, 185 Volume 2 pp 188, 188A, 189 Volume 2 pp 194, 194A, 195						
25	2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	Volume 2 pp 172, 172A, 173 Volume 2 pp 176, 176A, 177 Volume 2 pp 180, 180A, 181						
DOMAIN: 2.G - Geometry									
Cluster: Reason with shapes and their attributes.									
26	2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Volume 2 pp 206, 206A, 207 Volume 2 pp 210, 210A, 211 Volume 2 pp 216, 216A, 215						
27	2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Volume 2 pp 228, 228A, 229						
28	2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, or third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Volume 2 pp 218, 218A, 219 Volume 2 pp 224, 224A, 225						

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:

- 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 <i>Include where you found the evidence in the material and what evidence you found that supports your score.</i>	Comments, citations, notes
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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: <i>With equitable intensity</i> 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/accessable 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 <i>Include where you found the evidence in the material and what evidence you found that supports your score.</i>	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.				
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. <i>(Adopted New Mexico Content Standards for 2025: CCSS for Mathematics.)</i>			
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.			

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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.			
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.			