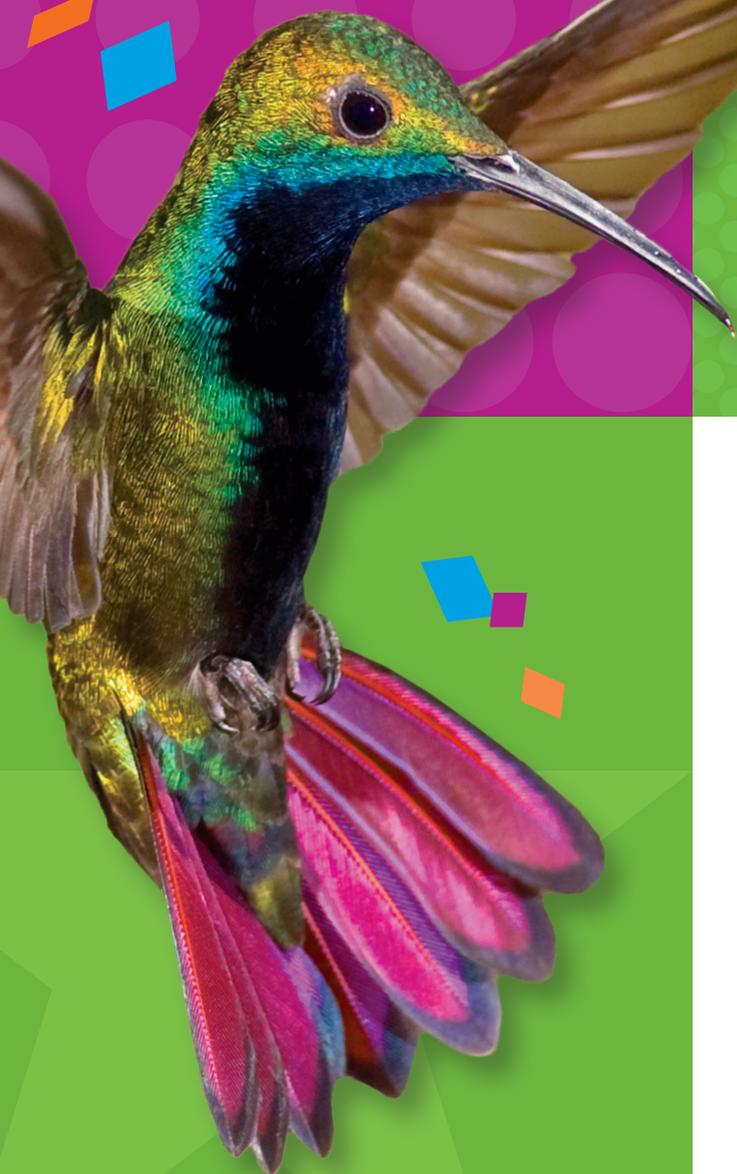


Mc
Graw
Hill

Program Overview
Grades 6–8



Reveal MATH™

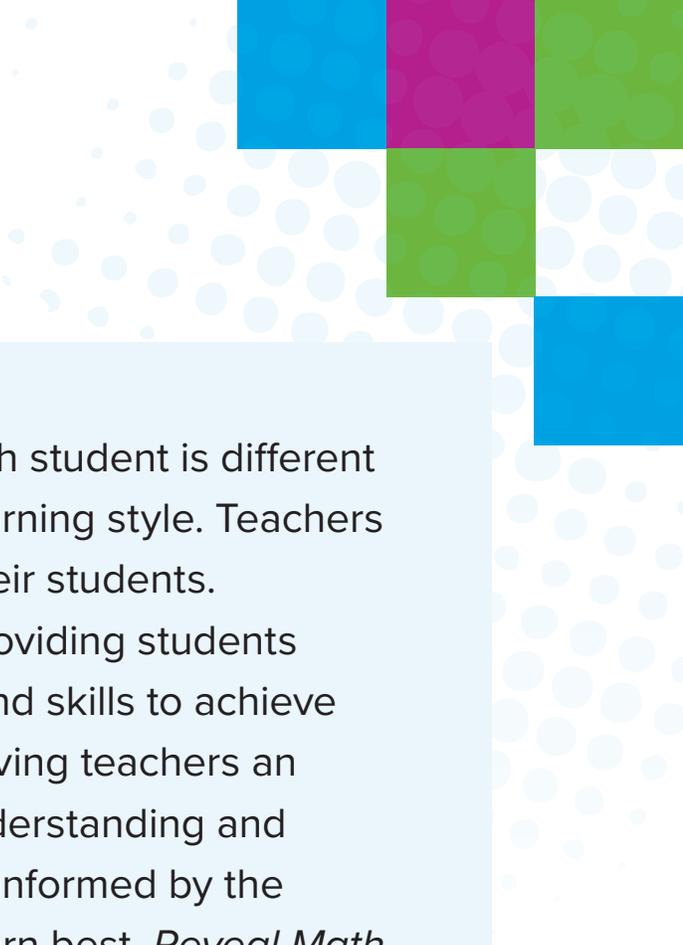
Reveal the Full Potential
in Every Student

revealmath.com/6-8

Reveal the Power and Possibility of Math!

Reveal Math™ includes a wealth of print and digital resources that lead to mastery of the standards.





Every classroom is unique, and each student is different in terms of knowledge level and learning style. Teachers need a set of tools as diverse as their students.

Reveal Math meets this need by providing students the positive mindset, confidence, and skills to achieve mastery of math standards while giving teachers an effective, flexible way to assess understanding and adapt instruction for every learner. Informed by the latest research on how students learn best, *Reveal Math* ensures students don't just meet the standards—they master them!

Reveal curiosity with mathematical exploration and discovery that deepens conceptual understanding.

Reveal understanding with insightful instructional resources to more effectively differentiate and promote a positive student mindset.

Reveal possibilities with purposeful technology that creates an active classroom experience.

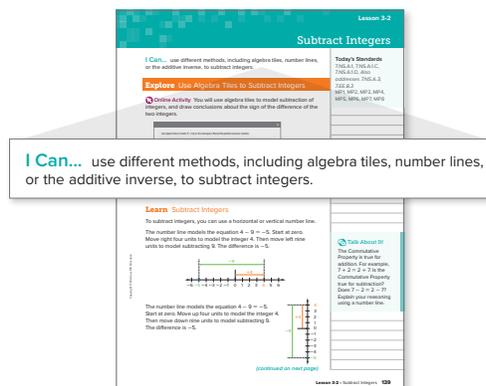
The Science of Learning Meets the Art of Teaching

The evolving field of educational research drove the approach of *Reveal Math*. Our team was inspired by esteemed publications such as *Principles to Actions* (NCTM), *Mathematical Mindsets* (Jo Boaler), and *Making Sense of Math* (Cathy Seeley), as well as learning models including Bloom’s Taxonomy and Webb’s Depth of Knowledge Guide. This solid foundation of academic research and direct feedback from hundreds of educators just like you ensures that *Reveal Math* represents the cutting-edge of best practices in mathematics instruction.

Research-Based Best Practices



Spark Students to Ask “Why?”
Ignite! Activities are designed to spark student curiosity and motivate them to ask questions, solve complex problems, and develop a can-do approach to mathematics.



Build Students’ Confidence in Their Abilities
 Learning targets in the form of “**I Can**” statements appear at the beginning of each lesson to communicate the lesson objective in student-friendly language.



Nurture Curiosity with Rich Tasks
 Online **Explore** activities begin with an open-ended question and require deep conceptual thinking from the learner. At the end of the **Explore** activity, students apply their learning in order to answer the **Inquiry Question**. The focus is on student exploration and reasoning, not just getting the right answer.

The expert advisor team behind *Reveal Math* includes thought leaders at the forefront of mathematics education.



Cathy L. Seeley, Ed.D.
 Author, Educator, and NCTM President 2004–2006



Raj Shah, Ph.D.
 Founder of Math Plus Academy, a STEM enrichment program

Reveal Math
teaches students
how to think—
not *what* to think!

 **Talk About It!**

Describe a situation where the difference between two numbers is greater than either number. Then explain why that happens.

 **Talk About It!**

Why do we take the absolute value of the difference?

 **Talk About It!**

Compare and contrast Method 1 and Method 2.

 **Talk About It!**

Is it reasonable to have a negative answer? Why or why not?

Apply The Solar System

The table shows the minimum and maximum temperatures on various objects in the solar system.

Celestial Object	Minimum Temperature (F)	Maximum Temperature (F)
Moon	-387	253
Mars	-225	70
Mercury	-279	801
Venus	864	864

Scientists want to send a probe to study the celestial object with the greatest variation in temperature. To which celestial object should they send the probe?

1 What is the task?
Make sure you understand exactly what question to answer or problem to solve. You may want to read the problem three times. Discuss these questions with a partner.

First Time Describe the context of the problem, in your own words.
Second Time What mathematics do you see in the problem?
Third Time What are you wondering about?

2 How can you approach the task? What strategies can you use?

Talk About It!
On which celestial object from the table would it be most reasonable to live? Explain.

2 How can you approach the task? What strategies can you use?

Record your observations here

(continued on next page)

Lesson 3.2 • Subject: Integers 145

**Improve Communication
While Deepening Comprehension**

Talk About It! prompts build mathematical discourse skills as students learn to clarify their thinking and defend their rationale.

Teach the Value of Perseverance

Problems with multiple solution paths encourage **productive struggle** and challenge student thinking.



Cheryl R. Tobey, M.Ed.
Mathematics Program Director
at Maine Mathematics and
Science Alliance (MMSA)



Nevels Nevels, Ph.D.
PK–12 Mathematics
Curriculum Coordinator for
Hazelwood School District



Dinah Zike, M.Ed.
President of Dinah.com in
San Antonio, Texas, and
Dinah Zike Academy



Walter Secada, Ph.D.
Professor of Teaching
and Learning at the
University of Miami

What If Math Class Were the Most Exciting Class of the Day? It Can Be!

Reveal Math supports both low-tech and high-tech classrooms.

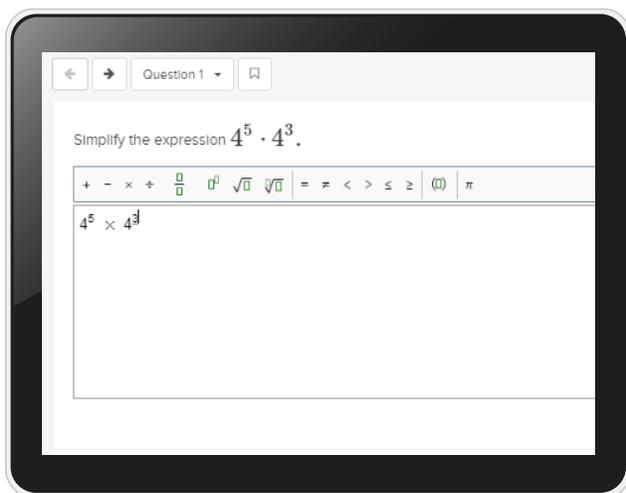
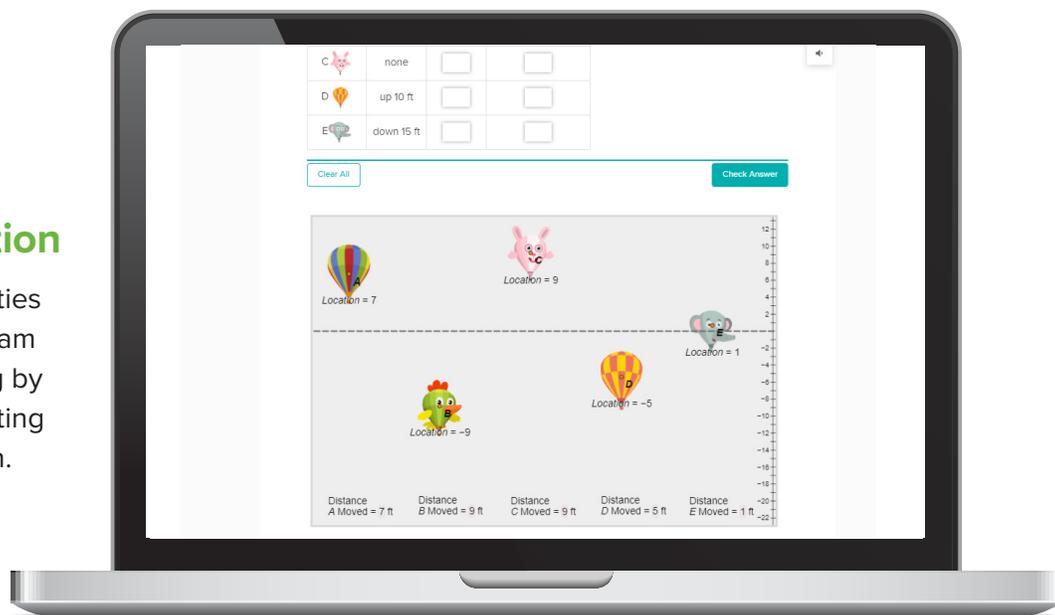
The blended print and digital instructional model captures the best of both modalities and brings them together in a seamless experience that makes math meaningful for your students.



Web Sketchpad®

Visualize Math Concepts in Action

Web Sketchpad® activities included with the program enhance understanding by dynamically demonstrating math concepts in action.



Prepare Students for Computer-Based Testing

Technology-enhanced items provide students the valuable practice they need to master computer-based assessments. These items include:

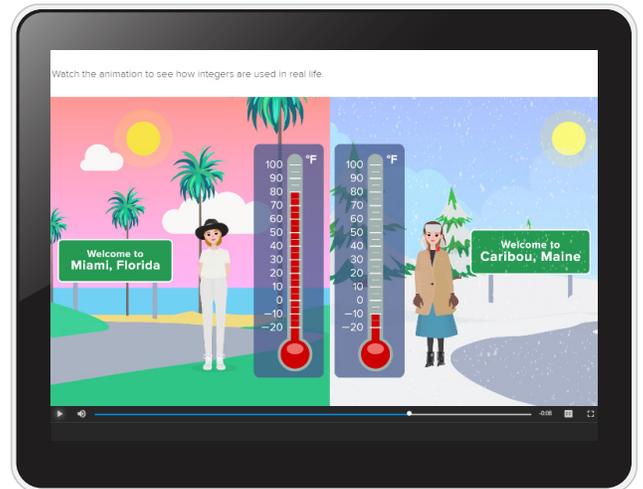
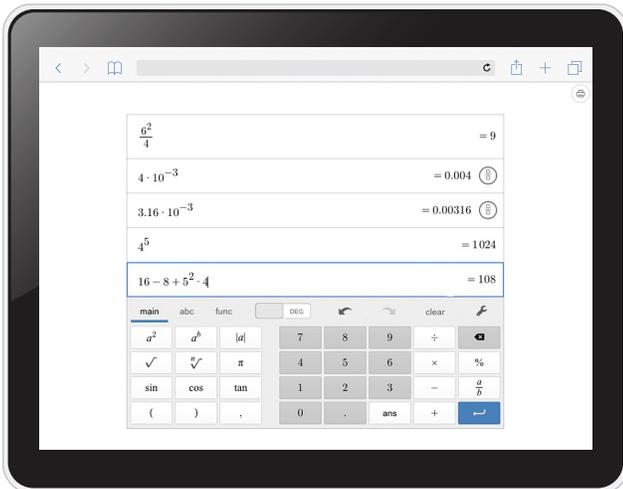
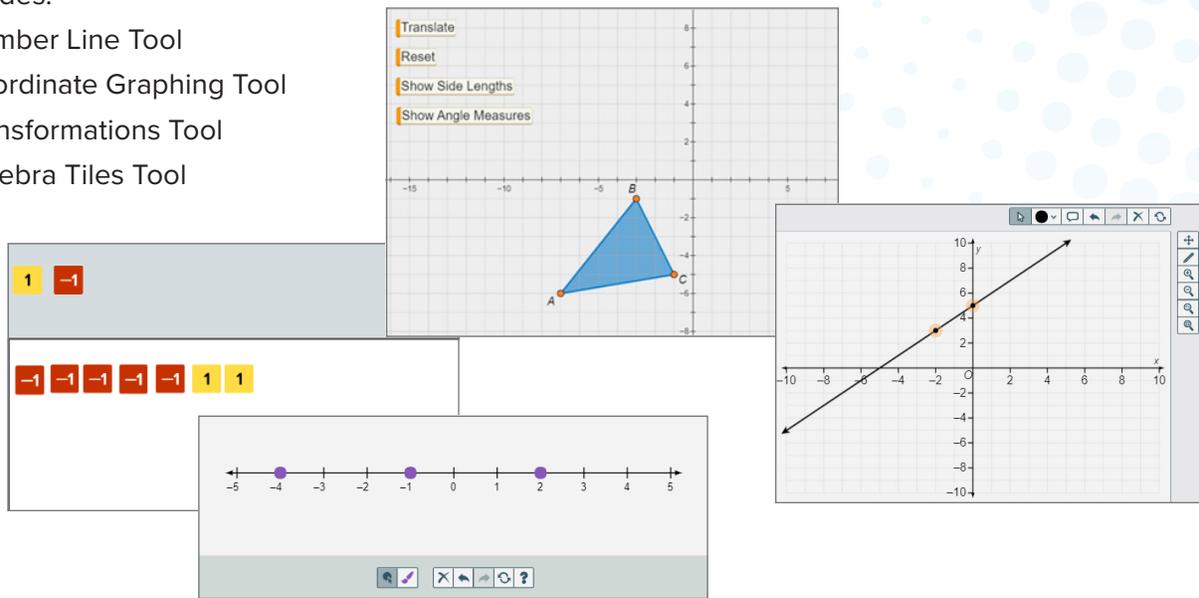
- Drag-and-drop
- Equation editor problems
- Multiselect
- Open response

Utilize Digital Tools for Problem-Solving

Embedded within lessons, this convenient collection of **eTools** builds a bridge from conceptual understanding to procedural fluency.

It includes:

- Number Line Tool
- Coordinate Graphing Tool
- Transformations Tool
- Algebra Tiles Tool



Explore, Model, and Apply Math

The best-in-class **Desmos scientific calculator**, easily accessible in *Reveal Math*, allows students to utilize the same resource that appears on many common standardized tests.

Motivate with Truly Enjoyable Technology

Designed with student engagement in mind, the digital resources in *Reveal Math* include **animations, videos, and interactive problems** to enhance context and learning.

Drive Learning With Student-Centered Instructional Tools

In *Reveal Math*, the Teacher Edition centers around opportunities to promote mathematical discourse, collaboration, and a positive student mindset.

Develop Habits of Mind With Standards for Mathematical Practices Tips

These strategies illustrate ways teachers can integrate the practices in their classroom in a practical and meaningful way.

Encourage Student Discourse

Questions for Mathematical Discourse provide point-of-use discussion prompts that teachers can use to facilitate classroom discussion.

Integrate Technology in a Way That Makes Sense

User-friendly tips in the Teacher Edition suggest when and how to integrate technology purposefully.

The screenshot displays the Teacher Edition interface for Lesson 3-2, Subtracting Integers, Slide 2. The interface is organized into several sections:

- Top Navigation:** Shows '1 CONCEPTUAL UNDERSTANDING', '2 FLUENCY', and '3 APPLICATION'. The current slide is '7.NS.A.1'.
- Example 4:** Titled 'Find the Distance Between Integers'. It includes an objective: 'Students will find the distance between two integers on a number line.' and a 'Teaching the Mathematical Practices' section with three practices:
 - 2 Reason Abstractly and Quantitatively:** Encourage students to make sense of the integers given in the example and the distance between them, whether they use a number line to find the distance or absolute value.
 - 6 Attend to Precision:** As students discuss the *Talk About It!* question on Slide 4, encourage them to communicate precisely which method they prefer and why.
- Questions for Mathematical Discourse (SLIDE 2):**
 - AL** What do you need to find? **the distance between -9 and 8**
 - OL** How many units are between the integers? **17 units**
 - BL** What is the difference of the expression $-9 - 8$? How does this compare to the distance between the integers? **The difference is -17, but the distance between the integers is positive.**
- SLIDE 3:**
 - AL** What is the absolute value of each integer? **The absolute value of -9 is 9. The absolute value of 8 is 8.**
 - OL** Why do you need to find the absolute value of the difference? **Distance cannot be negative.**
 - BL** Give an example of two integers, on opposite sides of zero, where the distance between them is 25? **Sample answer: 15 and -10**
- Go Online:**
 - Find additional teaching notes and the *Talk About It!* question to promote mathematical discourse.
 - View performance reports of the Checks.
 - Assign or present an Extra Example.
- Right Side Panel:**
 - Example 4 Find the Distance Between Integers:** Shows two methods: Method 1 (number line) and Method 2 (absolute value). It includes a number line diagram and the calculation $| -9 - 8 | = | -9 + (-8) | = | -17 |$ or **17**.
 - Think About It!** Prompts students to consider subtraction expressions.
 - Talk About It!** Prompts students to compare and contrast methods.
 - Sample answer:** A number line shows the difference in units between each number. Using the absolute value would be more beneficial when the numbers are larger.
- Interactive Presentation:** Shows a 'Web Sketchpad' interface for finding distance on a number line.
- WEB SKETCHPAD:** On Slide 2, students use Web Sketchpad to find the distance with a number line (Method 1).
- TYPE:** On Slide 3, students use absolute value to find the distance (Method 2).
- CHECK:** Students complete the Check exercise online to determine if they are ready to move on.

Online Professional Learning Support: Ready When You Are

Reveal Math features a digital library of self-paced professional learning videos and modules, including:

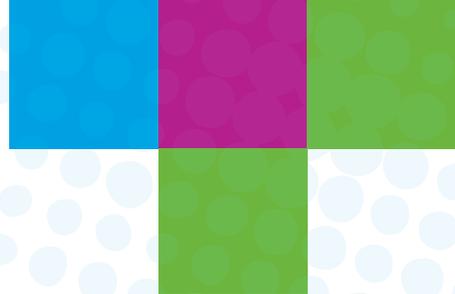
Program Implementation Support

The **Quick Start eLearning Module** explains program basics.

Plan, Teach, and Assess eLearning Modules provide deep-dives of the program instructional model and resources.

Digital Platform Support

The **Technical Support Resource Library** provides step-by-step instructions for the digital tools.



Mindset Matters
 “Not Yet” Doesn’t Mean “Never”
 Students with a growth mindset understand that just because they haven’t yet found a solution, that does not mean they won’t find one with additional effort and reasoning. It can take time and continued effort to reason through different strategies that can be used to solve a problem.

How Can I Apply It?
 Assign students the **Formative Assessment Math Probes** that are available for each module. Have them complete the probe before starting the module, and then again at the specified lesson within the module, or at the end of the module so that they can see their progress.

Fuel Growth by Encouraging a Positive Mindset
Mindset Matters tips at the beginning of each module provide strategies for encouraging a growth mindset and productive approaches to problem-solving.

3 REFLECT AND PRACTICE 8.EE.C.7

1 CONCEPTUAL UNDERSTANDING 2 FLUENCY 3 APPLICATION

Apply

9. A plumbing company charges \$35 per hour plus a \$25 travel charge for a service call. Another plumbing company charges \$40 per hour for a service call with no travel charge. Solve the equation $35h + 25 = 40h$ to find how many hours a service call must be for the two companies to charge the same amount.
5 hours

10. For an annual membership fee of \$86, Jacy can join the local pool that would allow him to take diving lessons for \$10 each session with an instructor. Without the membership, the pool charges \$25.00 for each diving lesson with an instructor. Solve the equation $10s + 10s = 25.00s$ to find how many diving lessons Jacy can take for the cost to be the same with and without a membership.
12 lessons

Higher-Order Thinking Problems

11. **Identify Structure** Explain how the Distributive Property can be used to eliminate the fractions in the equation $\frac{1}{2}x + \frac{1}{3} = \frac{1}{4}x + \frac{1}{6}$.
Sample answer: You can multiply each side of the equation by the least common denominator, 12, using the Distributive Property. Doing so will eliminate the fractional coefficients.

12. **Find the Error** A student solved the equation $5x + 8 = 4x - 9$. Find the mistake and correct it.
 $5x + 8 = 4x - 9$
 $5x + 8 - 8 = 4x - 9 - 8$
 $5x = 4x - 1$
 $5x - 4x = 4x - 4x - 1$
 $x = -1$
Sample answer: He simplified $4x - 9 - 8$ as $4x - 1$ instead of $4x - 17$. The correct solution of the equation is $x = -8.5$.

13. **Justify Conclusions** Determine if the statement is true or false. Justify your response.
 To solve an equation with variables on each side, such as $-9 + 3x = 2x + 6$, you always first need to add or subtract the variable terms from each side.
False. **Sample answer:** You can also solve the equation by first adding or subtracting the constants to both sides of the equation.

14. Write an equation with variables on each side of the equals sign that has a solution of -2 .
Sample answer: $-20 - 3x = -2 + 6x$

Teaching the Mathematical Practices

7 Look for and Make Use of Structure In Exercise 11, students will explain how the Distributive Property can be used to eliminate the fractions in the equation. Encourage students to use the similar structure in the fractions to eliminate them.

3 Construct Viable Arguments and Critique the Reasoning of Others In Exercise 12, students will find the mistake in the problem and correct it. Encourage students to determine the error by analyzing the worked-out solution and explain how they could fix it. In Exercise 13, students will determine if a statement is true or false. Encourage students to support their answer with an explanation that includes details from the equation.

Collaborative Practice
 Have students work in pairs to complete the following exercises.
Interview a student.
 Use with Exercises 11–12 Have pairs of students interview each other as they complete these problems. Students take turns being the interviewer and interviewee for each problem. Interview questions should include asking the interviewee to think aloud through their solution process. An example of a good interview question for Exercise 11 might be, “What is the Distributive Property?”

ASSESS AND DIFFERENTIATE

Use the data from the Checks to determine whether to provide resources for extension, remediation, or intervention.

IF students score 90% or above on the Checks, **BL**
THEN assign:
 • Practice, Exercises 7, 9, 11–14
 • Extension: Solve Equations with Variables on Each Side by Graphing
 • **ALEKS** Equations with Variables on Both Sides

IF students score 66–89% on the Checks, **OL**
THEN assign:
 • Practice, Exercises 1–6, 12, 13
 • Extension: Solve Equations with Variables on Each Side by Graphing
 • Remediation: Review Resources
 • Personal Tutor
 • Extra Examples 1–3
 • **ALEKS** Equations with Variables on Both Sides

IF students score 65% or below on the Checks, **AL**
THEN assign:
 • Remediation: Review Resources
 • Arrive **MATH** Take Another Look
 • **ALEKS** Equations with Variables on Both Sides

136 Module 3 • Solve Equations with Variables on Each Side

Accelerate Learning with Collaboration
Collaborative Practice tips offer suggestions on how students can work together to write their own problems or make sense of existing problems.

Provide In-the-Moment Differentiation
 An **Assess and Differentiate** feature at the end of each lesson provides suggestions to reach every learner.

Address Student Needs Based on Their Depth of Knowledge (DOK)
DOK charts in the Teacher Edition recommend which practice exercises to assign to students based on their needs.

Ongoing Pedagogy Support

- **Classroom Videos** model lessons from a real classroom.
- **Math Misconception Videos** address common misconceptions and strategies to help students overcome them.

- **Content and Pedagogy Videos** provide tips for teaching difficult math concepts.
- **Interviews with Experts** examine the “why” behind the math and best practices.
- **Content Progression Resources** show the progression of math concepts from elementary through high school math.



Reveal Math Meets You Where You Are and Goes Where You're Growing

Lesson Model

Launch

WARM UP

The **Warm Up** covers the prerequisite skills needed for the lesson.

Teachers can also project the “**What Vocabulary Will You Learn?**” and “**Today’s Standards**” slides to review what topics will be covered in the lesson with their class.

Warm Up

Warm Up

Determine if the given equation represents a linear or nonlinear function.

- $y = 2x$
- $y = 3x^3 + 3$
- $y = \sqrt{3x - 1}$
- $y = 8x + 16$

5. Juana needs to graph the equation $y = 8x^2$. Sketch the graph to be a straight line? Explain.

Launch the Lesson

Launch the Lesson

Qualitative Graphs

The Stelvio Pass is a road in Italy in the Alps mountain range. It is famous for its high elevation and hairpin turns. At its highest point, the elevation is about 9,000 feet above sea level, and is the second highest mountain pass in the Alps. About 15 miles long, the road contains 75 hairpin turns. Many visit Stelvio Pass for the exciting drive and scenic views.



Explore and Develop

EXPLORE

Students complete rich tasks in online **Explore** activities while working in collaborative groups, allowing them to share ideas and approaches with their peers.

Explore

Story 1

Go! Reset Show Story

Home Corner Store

Stop

distance (miles)

Start

Qualitative Graphs Lesson 5-6

I Can... recognize a qualitative graph and interpret the context it represents as well as create a qualitative graph.

Explore: Inferred Qualitative Graphs

Online Activity: You will use Web Storyboard to explore how to create qualitative graphs.

Today's Standards: 5-6.EA, 5-6.MF.1, 5-6.MF.2, 5-6.MF.3

What Vocabulary Will You Learn? qualitative graphs

Learn: Analyze Qualitative Graphs

The graph shows a qualitative graph. **Qualitative graphs** are graphs used to represent situations that may not have numerical values or graphs in which numerical values are not included.

The graph shows the distance traveled over time. The graph shows a qualitative graph. The graph shows a qualitative graph. The graph shows a qualitative graph.

Download on your phone!

Lesson 5-6 Qualitative Graphs 203

Teachers can project the digital features, or students can access them on their own devices.

- INDIVIDUAL ACTIVITY
- GROUP ACTIVITY
- CLASS ACTIVITY

The abundant print and digital resources within *Reveal Math* intersect in a meaningful way to heighten the learning experience. Interactive print and digital tools increase student engagement while simultaneously deepening comprehension. The *Reveal Math* classroom is an active classroom experience that brings math to life!

Reflect and Practice

LEARN

In the **Learn** portion of the lesson, students' understanding is formalized through guided instruction.

Teachers can use the aligned print and digital content to create the most effective instructional pathway for their students.

EXAMPLES & CHECK

Students work through one or more **Examples** tied to the key concepts, followed by a quick **Check** (formative assessment) to measure their understanding.

Examples and **Checks** can be completed in the print **Interactive Student Edition** or online. When **Checks** are completed online, performance data is instantly captured for the teacher.

EXIT TICKET

The **Exit Ticket** provides a quick formative assessment opportunity that encourages students to reflect on their learning.

Write About It! prompts provide an opportunity for students to integrate writing skills in the math classroom.

PRACTICE

Students complete the **Practice** either online or in their print **Interactive Student Edition** to apply what they've learned and build procedural fluency.

When the **Practice** is completed online, performance data is instantly captured for the teacher.

Learn

The rate of change of a qualitative graph can provide useful information between two values. Select the markers to see how qualitative graphs can illustrate rates of change.

Increasing at a constant rate, decreasing at a constant rate, increasing at a variable rate, decreasing at a variable rate.

Example 1: Analyze Qualitative Graphs
The graph displays the water level in a bathtub. Describe the change in the water level over time. The graph demonstrates how the water level changes as time increases.

Check: The graph represents a bathtub that is being filled with water at a constant rate. For a period of time, there is no change in the water level. Then, the water level increases at a constant rate.

Examples & Check

Check

A person riding a bike slowly decreases their speed. Then they quickly speed up. Finally, they maintain a constant speed for a period of time.

Part A: On a separate piece of paper, sketch a qualitative graph to represent the situation. Upload the file.

Part B: Determine if the graph is linear or nonlinear and where the graph is increasing or decreasing.

The graph is when the bike speeds up. The graph is when the bike slows down.

Example 2: Sketch Qualitative Graphs
A tennis ball is dropped on the floor. On each successive bounce, it rebounds to a height less than its previous bounce height and it takes less time to reach the floor.

Part A: Sketch a qualitative graph to represent the situation. Draw and label the axes. Label the vertical axis "Distance from floor" and the horizontal axis "Time".

Part B: Describe if the graph is linear or nonlinear and where the graph is increasing or decreasing.

Is the rate of change of the graph constant?

So, the graph is .

The graph whenever the tennis ball travels up in the air (because the distance from the floor is increasing). The graph is whenever the tennis ball travels towards the ground, because the distance from the floor is decreasing.

Exit Ticket

Exit Ticket

A car is traveling along the Stelvio Pass at a constant speed. The car slows down as it approaches a sharp turn. Upon exiting the turn, the car speeds up steadily.

Write About It!
Use a graph to represent the car's speed over time.

Practice

The graph displays the population of bacteria in a petri dish. Describe the change in population over time.

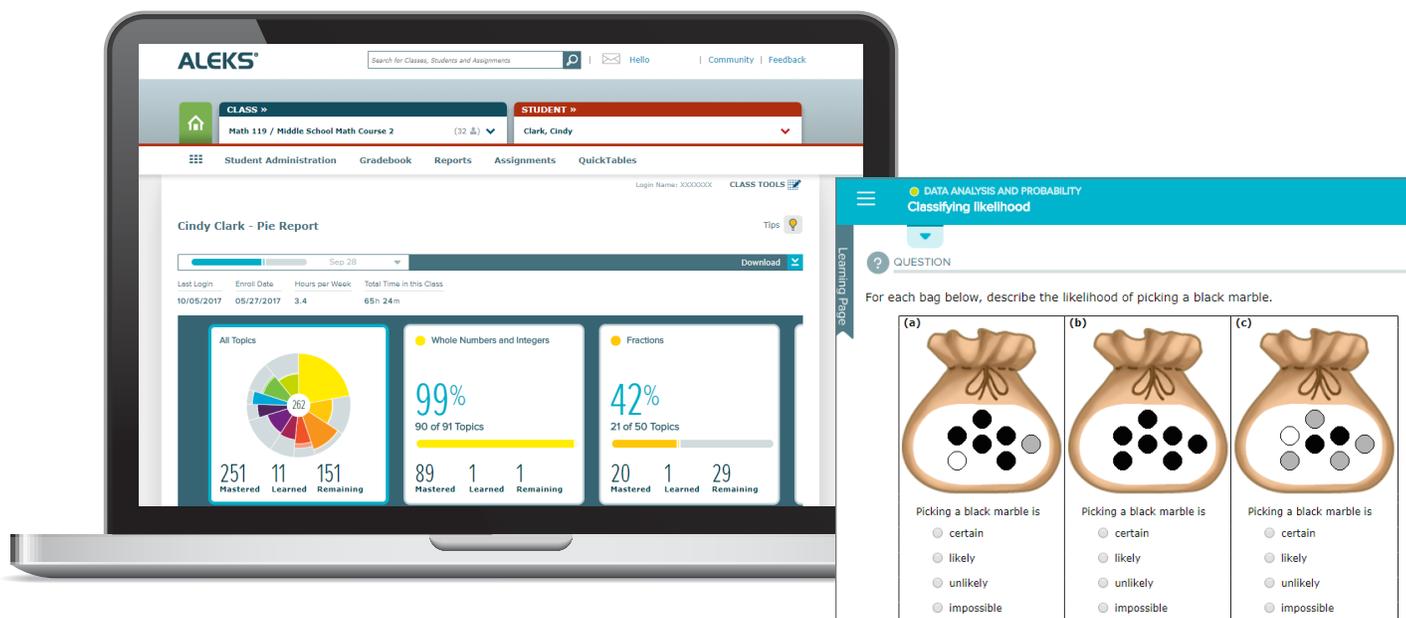
The population is at a pace over time.

Practice

- The graph displays the distance Winley ran from home as he ran to preparation for his cross-country meet. Describe the change in distance over time. (Answer 1)
- The graph displays the population of bacteria in a petri dish. Describe the change in population over time. (Answer 2)
- Ryan's heart rate was steady before exercising. While exercising, his heart rate increased rapidly and then leveled. During cool-down, he kept the distance steady from 100 meters per minute until he reached 1000 meters. Sketch a qualitative graph to represent this situation. Describe if the graph is linear or nonlinear and where the graph is increasing or decreasing. (Answer 3)
- An oven is being preheated. The temperature starts at 70°F and increases at a constant rate. It reaches 350°F in 27 minutes. Then the temperature decreases at a constant rate for 15 minutes until it reaches 175°F, where it remains steady to keep the food warm. Sketch a graph to represent the situation. (Answer 4)

Support Every Student

Reveal Math empowers teachers with the tools they need to provide in-the-moment differentiation and deliver insightful instruction that reaches every learner.



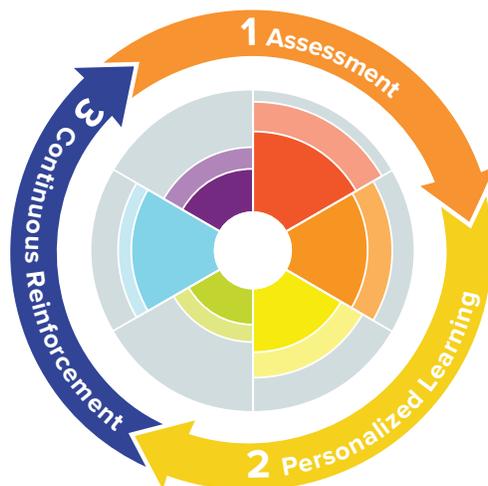
ALEKS®

Reveal the Power of Personalized Learning

ALEKS® is an online math solution for Grades 6–12 that uses adaptive technology to identify and provide instruction on the topics each student is most ready to learn. Through a continuous cycle of assessment, learning, and reinforcement, ALEKS develops a personalized learning path for each student to ensure measurable success.

Benefits of Using ALEKS:

- Provide standards-based instruction
- Focus on appropriate topics to prevent boredom or frustration
- Offer bilingual courses in English and Spanish
- Easily differentiate with remediation, on-level, and enrichment opportunities
- Pie reports allow you to see which students know the concepts in each module's topic and adjust instruction as appropriate
- Access dynamic data at the student, class, school, and district level to inform classroom instruction



Make an Impact with Embedded Reteach Support

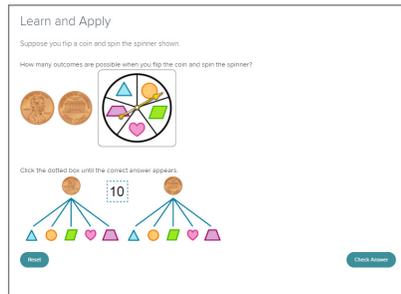
The digital **Take Another Look** mini-lessons in **Arrive Math™** supplement core instruction with targeted skill support and extra practice. About 100 of these digital, student-driven lessons are included in each **Reveal Math** course.

To receive access to all 1,160 Take Another Look lessons, plus hands-on lessons and games, ask your sales representative about purchasing **Arrive Math Booster**, a K–8 supplemental intervention program.

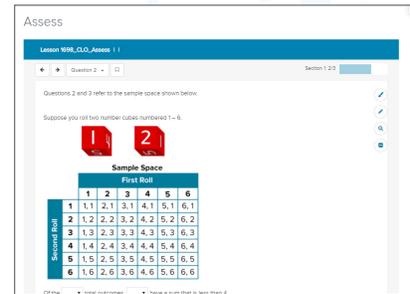
Each 15-minute student-driven, digital lesson contains three parts:



Part 1: Model Concept



Part 2: Interactive Practice



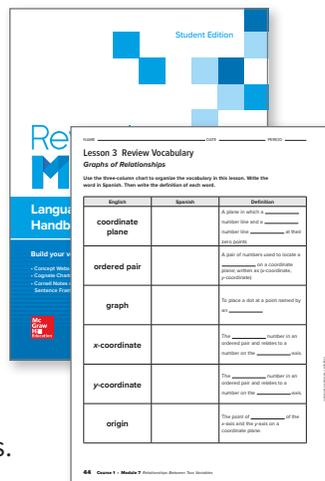
Part 3: Data Check

Build Language Skills in the Math Classroom

The **Language Development Handbooks** empower teachers to meet the language needs of all learners.

The **Language Development Handbook Student Edition** includes:

- Word Cards.
- Vocabulary Squares.
- Three-Column Charts (with English/Spanish cognates).
- Definition Maps.
- Concept Webs.
- Dinah Zike's Visual Kinesthetic Vocabulary Cards.



The **Language Development Handbook Teacher Edition** includes:

- English Learner Instructional Strategies.
- English Language Development Leveled Activities.
- Multicultural Teacher Tips.

Resources for Spanish Speakers

- Spanish Interactive Student Editions for Course 1, Course 2, and Course 3
- Language Development Handbook for Course 1, Course 2, and Course 3 (*Teacher and Student Editions*)
- Spanish Personal Tutors
- Multilingual eGlossary
- **ALEKS Bilingual Courses in Spanish**



Assessment

With *Reveal Math*, students apply their deep, authentic learning to a variety of assessments in order to demonstrate that they can explain both the *what* and the *why* of mathematics—not just the *how*.

Teach Students that Mistakes are an Opportunity for Growth

Each module features a **Cheryl Tobey Formative Assessment Math Probe**—exclusive to McGraw-Hill Education!

Students complete an activity that is designed to target common misconceptions about a particular mathematical concept. Teacher resources include support for diagnosing and correcting these misconceptions.

Formative Assessment Math Probe
Equations

Analyze the Probe
Review the probe prior to assigning it to your students. In this probe, students will determine whether or not the given equation can represent the real-world problem, and explain their choice.

Targeted Concept Equations can be used to represent the changing relationship between a dependent and an independent variable.

Targeted Misconceptions

- Students may rely on "key words" and incorrectly translate the written description as a literal translation.
- Student may believe there is only one correct way to write an equation.

Assign the probe after Lesson 2.

Collect and Assess Student Work

the student selects...	the student likely...
A. No	used the order of the numbers in the verbal description.
B. Yes	interprets the phrase "6 times as many" as $6c$.
C. No	chooses correctly between recognizing $c = \frac{1}{6}s$ as...

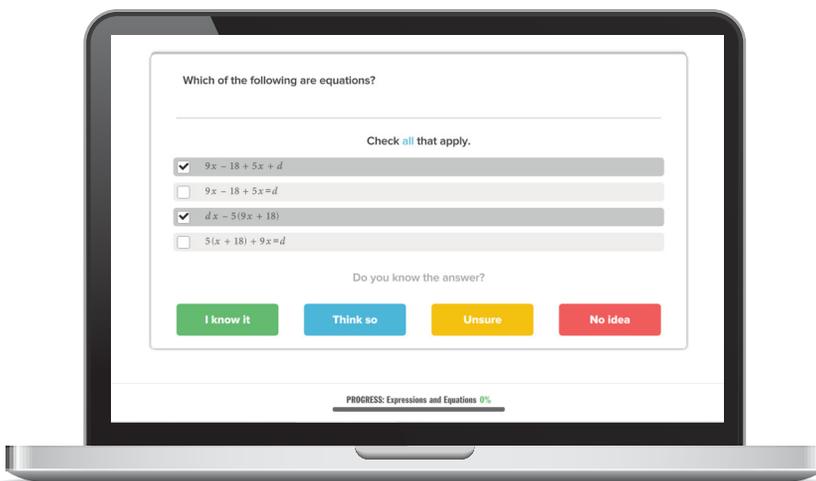
Take Action
After the Probe: Design a plan to address any possible misconceptions using the following resources:
 • **ALEKS**: Equations and Inequalities
 • Lesson 1, Examples 1-2
 • Lesson 2, Examples 1-2
 • Lesson 3, Examples 1-2
 Revise the probe at the end of the module to be sure your students receive misconceptions.

NAME: _____ DATE: _____ PERIOD: _____
Cheryl Tobey Math Probe

Equations
A school group is preparing for a field trip to a science center. There will be 6 times as many students as chaperones on the trip.

Let s represent the number of students and c represent the number of chaperones. Can each equation be used to represent the problem?

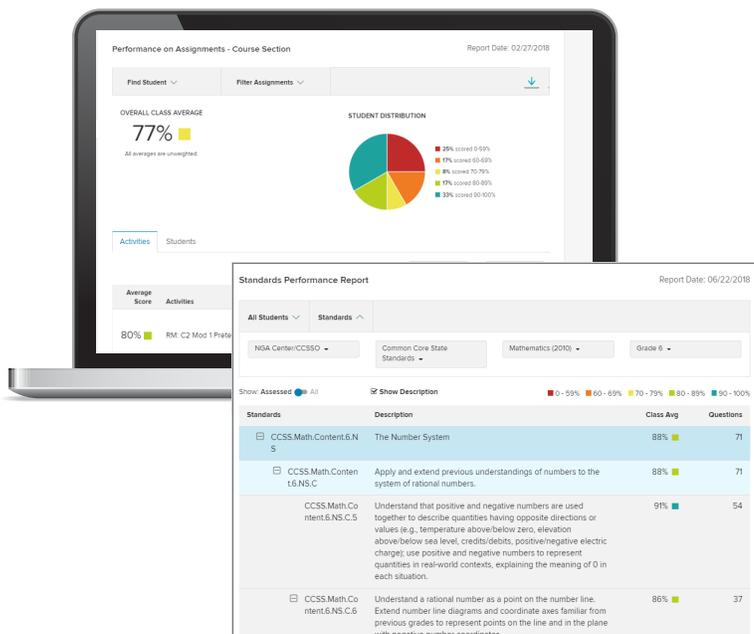
Circle Yes or No	Explain your choice.
A. $6s = c$ Yes No	
B. $c + 6 = s$ Yes No	
C. $s = 6c$ Yes No	
D. $c = \frac{1}{6}s$ Yes No	



Ensure Topic Mastery

LearnSmart®, included with *Reveal Math*, provides students with access to an online, interactive study tool.

LearnSmart assesses a student's proficiency and knowledge within a specific course, tracks which topics have been mastered, and identifies areas that need more study.



Drive Instruction with Actionable Data

By drawing on performance data from student assessments and activities, the *Reveal Math* reports and recommendations provide teachers and administrators with the information they need to monitor and adjust instruction on a daily basis.

Activity Report

- Overall class or student average score
- Overall class or student progress over time
- Performance by activity type (e.g., homework, quiz, exam)
- Average score per activity

Standards Report

Class and individual average score per standard, skill, or objective.

Recommendations Report

Suggested resources can be assigned to a single student or a group of students based on performance.

Administrator Report

Activity, standards, progress, and usage reports.

Assessment Options

Diagnostic Assessment

- Diagnostic and Placement Test, with Scoring Guide
- Module Pretests

Formative Assessment

- Cheryl Tobey Formative Assessment Math Probes
- Checks
- Exit Tickets
- Put It All Together

Summative Assessment

- Leveled Module Tests
- Module Review
- Module Vocabulary Tests
- Benchmark Tests
- End of Course Test
- Performance Tasks
- *LearnSmart*

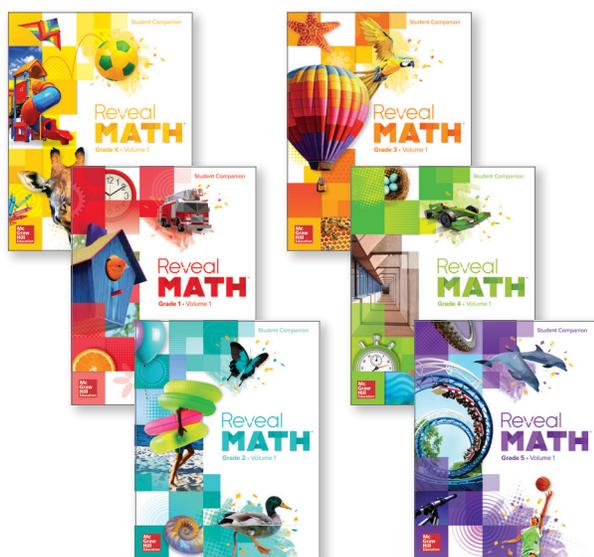
PLUS—Build your own assessments with access to question banks featuring technology-enhanced items.

The K–12 Solution for Today’s Mathematics Classroom

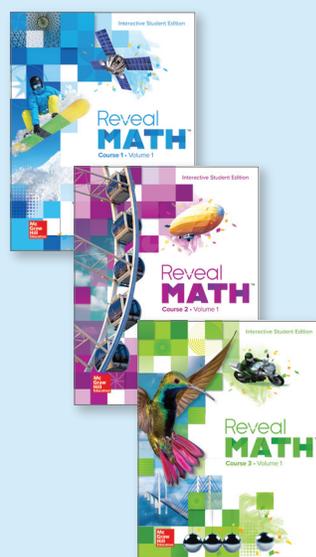
Reveal Math is a coherent, vertically aligned K–12 core math solution that empowers educators to uncover the mathematician in every student through powerful explorations, rich mathematical discourse, and timely individualized learning opportunities.

COMING SOON!

K–5



6–8



9–12



Learn more about *Reveal Math*

Visit revealmath.com/6-8 to sample online and access a trial of the digital resources, or contact your sales representative at mheducation.com/contact to request a presentation.

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