*This advisory recommendation has not been approved by the Instructional Quality Commission or the State Board of Education*

# Review Panel Advisory Recommendation 2025 Mathematics Instructional Materials Adoption

| **Publisher** | **Program** | **Grade Level(s)** |
| --- | --- | --- |
| HMH | *Into Math California* | **Algebra 1** |

## Program Summary:

The *Into Math California* Algebra 1 program includes the following: Into Math California Student Edition Collection (SE); Into Math California Teacher’s Guide Set (TG).

## Recommendation:

*Into Math California* is recommended for adoption for Algebra 1 because the instructional materials include content as specified in the *California Common Core State Standards for Mathematics* (*CA CCSSM*) and meets the rest of the criteria in category 1 with strengths in categories 2–5.

### Criteria Category 1: Mathematics Content/Alignment with Standards

The program supports teaching to the *CA CCSSM* for the intended grade level(s) in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*. The program meets all of the evaluation criteria in category 1.

#### Citations:

* Criterion 1.1: Algebra 1, SE, Book 1, CA CCSSM Content Standards and Standards for Mathematical Practice, pp. 2, 56, 108, 166, 220, 342
* Criterion 1.1: Algebra 1, A-REI.1, SE, Lesson 2.1, pp. 61–72
* Criterion 1.1: Algebra 1, F-LE.1, SE, Lesson 3.1, pp. 113–126
* Criterion 1.2: Algebra 1, SE, Book 2, Spark Your Learning, p. 313
* Criterion 1.3: Algebra 1, SE, Book 1, p. 84
* Criterion 1.4: Algebra 1, TG Digital Experience, Module 2 Project <https://www.hmhco.com/ui/#/allResources/IM_CA_2025_AL1_EN/pCID/4998F7CC39CD63C5994EB31C6D85C464/?resourceId=l_52617f79-697d-49af-9444-81eafcd4263f_52d62c61-d195-4098-8464-faef1f098afa>
* Criterion 1.4: Algebra 1, SE, Book 2, Spark Your Learning, p. 363
* Criterion 1.4: Algebra 1, SE, Book 1, #8 Model with Mathematics, p. 215

### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

#### Citations:

* + Criterion 2.3: Algebra 1, TG Digital Experience, Module 1, Project: Student Handout/Teacher Guide [https://www.hmhco.com/ui/#/allResources/IM\_CA\_2025\_AL1\_EN/pCID/324A9939739240F1DD1780F70E1B5FC0/?resourceId=l\_43f09a83-3059-4154-bce8-8190af735d94\_52d62c61-d195-4098-8464-faef1f098afa](https://www.hmhco.com/ui/" \l "/allResources/IM_CA_2025_AL1_EN/pCID/324A9939739240F1DD1780F70E1B5FC0/?resourceId=l_43f09a83-3059-4154-bce8-8190af735d94_52d62c61-d195-4098-8464-faef1f098afa" \o "TG Digital Experience, Module 1, Project: Student Handout/Teacher Guide )
  + Criterion 2.4: Algebra 1, TG, Volume 3, Module 8, Prerequisite Check, pp. 184–185
  + Criterion 2.5: Algebra 1, Small Group Activities: Almost There, Module 1, Lesson 3, p. 5
  + Criterion 2.7: Algebra 1, SE, Book 2, California Common Core State Standards, p. 164
  + Criterion 2.8: Algebra 1, TG, Volume 2, Module Planning, pp. 224–225

### Criteria Category 3: Assessment

The instructional materials contain strategies and tools for continually assessing student understanding and opportunities for new learning.

#### Citations:

* + Criterion 3.1: Algebra 1, SE, Book 1, Quick Check Assessment, p. 38
  + Criterion 3.2: Algebra 1, TG, Digital Experience, Module 8 Project, Student Hand Out 9 <https://www.hmhco.com/ui/#/allResources/IM_CA_2025_AL1_EN/pCID/E58812E9355C959BB0BE3A222B9F98B7?partsTableKey=CB05B3AF21584D4B6091EE8F939B07F8&resourceId=l_e9471c75-c224-489a-8d22-eabee8410ee8_52d62c61-d195-4098-8464-faef1f098afa>
  + Criterion 3.3: Algebra 1, TG, Volume 1, Module 3, Lesson 2, Quick Check
  + Criterion 3.4: Algebra 1, TG, Volume 3, Data-Driven Support for Intervention, p. 9
  + Criterion 3.6: Algebra 1, TG, Volume 3, Prerequisite Check for Module 9, p. 294
  + Criterion 3.6: Algebra 1, TG, Volume 3, Module Review for Module 9, p. 396

### Criteria Category 4: Access and Equity

Program resources incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning through lessons that are relevant to the students. Instructional resources include suggestions for teachers on how to differentiate instruction to meet the needs of all students. Instructional resources provide guidance to support students who are English learners, at-promise, advanced learners, and students with learning disabilities.

#### Citations:

* + Criterion 4.1: Algebra 1, TG, Volume 2, Module 6, Teaching Strategy Multilingual Learners and Depth of Knowledge Leveled Questions, p. 237
  + Criterion 4.3: Algebra 1, TG, Volume 1, Module 3, Prerequisite Check, Data Driven Support Table, pp. 214–215
  + Criterion 4.3: Algebra 1, TG, Volume 1, Module 3, Lesson 2, Spark Discussions, pp. 245–246
  + Criterion 4.4: Algebra 1, TG, Volume 4, Mathematical Language for Multilingual Learners, p. 6
  + Criterion 4.7: Algebra 1, SE, Book 1 - Learning Goal, Spark You Learning, Tasks, Definitions, Turn and Talks, Quick Checks, and Practice, p.151

### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map to assist teachers when planning instruction for the specific needs and context of their students. The instructional resources support Universal Design for Learning and culturally and linguistically responsive instruction to improve and optimize teaching and make learning more equitable.

#### Citations:

* + Criterion 5.1: Algebra 1, TG, Volume 3, Module 7, What Will Students Learn in This Module, p. 4
  + Criterion 5.4: Algebra 1, Implementation Guide: Scope and Sequence with Pacing Guide
  + Criterion 5.8: Algebra 1, TG Volume 1, Spark Discussions, p. 371
  + Criterion 5.9: Algebra 1, TG, Volume 2, Mathematical Language and Multilingual Learners, p. 6
  + Criterion 5.10: Algebra 1, SE, Book 2, Definitions for All Mathematical Concepts in Book 2, pp. v1–v73

## Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| **#** | **Grade level** | **Component** | **Page number or URL** | **Current text** | **Proposed corrected text** | **Reason for edit** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Algebra 1 | SE Volume 2, problem 4 | p. 96 | −x2+4x+8 | −x²+4x+8 | typo |

## Social Content Citations

None

California Department of Education, August 2025