*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* | K–5 |

## Program Summary:

The *Into Math California* K–5 program includes the following: Into Math California Student Edition Collection; Into Math California Teacher’s Guide Set.

## Recommendation:

HMH, *Intro Math California* is recommended for adoption for grades K–5 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: Grade K, K.CC.3 Book 7 Mod 12 Lesson 1 Task 1, SE p. 40
* Criterion 1.1: Grade 1, 1.OA.6 Vol 1 Mod 1 Lesson 4, TG p. 54
* Criterion 1.1: Grade 2, 2.NBT.4 Vol 1 Mod 3 Lesson 5, TG pp. 232–245
* Criterion 1.1: Grade 3, 3.OA.5 Book 1 Mod 6 Review 5–6, SE p. 299
* Criterion 1.1: Grade 4, 4.NBT.5 / SMP 7 Vol 1 Lesson 3.3, TG p. 298
* Criterion 1.1: Grade 5, 5.NF.2 / SMP 5 Vol 1 Mod 4 Lesson 1 Task 1-2, TG pp. 334–337
* Criterion 1.3: Grade 2, 2.OA.4 Lesson 2.4, TG pp.138–144
* Criterion 1.4: Grade 1, Mod 3 Project Based Learning Section, TG Online only <https://www.hmhco.com/ui/#/allResources/IM_CA_2025_G01_EN/pCID/6FBE7533EDF3C41842C855DBCA947787?partsTableKey=2B8E6370EDD5EFEA307D2698B8470364&resourceId=l_52b9319e-bc6b-44d6-881d-d5acbb2a7952_947955a4-0681-4792-a3e5-7ef3d9b0ca1b>

### Criteria Category 2: Program Organization

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

#### Citations:

* + Criterion 2.1: Grade K, Book 1 Front Matter SMP Anchor Charts SE pp. iii– vi
  + Criterion 2.1: Grade K, Vol 1 Front Matter Snapshot, TG p. 3
  + Criterion 2.2: Grade 2, 2.OA.1, 2.NBT.7 Mod 9 and 10, SE pp. vii–viii
  + Criterion 2.4: Grade 3, Intervention Vol 1, TG pp. 173 and 213
  + Criterion 2.8: Grade K, Implementation Guide, TG pp. 9–17
  + Criterion 2.9: Grade 4, Standard / SMP Vol 1, Mod 1–4, TG pp. xxvi–xxix

### 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: Grade 5, Formative Assessment Vol 4 Mod 14 Lesson 2, TG pp. 81–82
  + Criterion 3.2: Grade 3, 3.SMP.1, 3.SMP.2, 3.SMP.4, 3.OA.3, 3.OA.4, 3.OA.5 3.OA.6, 3.OA.7 Mod 8 Project Module, TG Online only
  + Criterion 3.2: Grade 3, Mod 9 Assessment, TG Online only
  + Criterion 3.3: Grade 4, Module Planning, TG pp. 254– 255
  + Criterion 3.4: Grade K, Vol 1, TG Data Driven Support p. 175, Program Activity p. 187

### 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: Grade 3, Vol 1, TG pp. 97 and 103
  + Criterion 4.2: Grade 3, Vol 1 Mod 3, TG p.224, pp. 233–237
  + Criterion 4.4: Grade K-5, TG p. v
  + Criterion 4.5: Grade 3, Mod 4 Lesson 6 Task 2, TG p. 389
  + Criterion 4.6: Grade K, Vol 1, TG p. 349 <https://www.hmhco.com/content/math/into_math_ca/gK/student/pdf/g0k_imcav1_pchlg_lsn_m04l01s00_en.pdf?custom_correlation_id=e7670836-8cff-4dcc-a9c2-08fa0b6300df>

### 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: Grade 2, Vol 4 Mod 19, TG p. 297
  + Criterion 5.4: Grade K–5, Implementation Guide, TG
  + Criterion 5.6: Grade 2, Vol 1 Mod 3, TG pp.168–169 and 180
  + Criterion 5.8: Grade 1, Vol 3 Mod 10 Lesson 3, TG pp.111–112
  + Criterion 5.9: Grade K, Vol 2, TG p.179

## 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 | 3 | TG | p. 336 B | hte | the | typo |
| 2 | 3 | TG | p. 182 A | 2x40=2x2=10 | 2x40=2x4x10 | error |
| 3 | 1 | Almost there | 45 | “two” | “three” | error |
| 4 | 4 | TG | Lesson 14.4 p. 62 | Drawing does not include points to reference to give angles names | Add A, B, C points to the drawing | error |
| 5 | 1 | SE/TG | Mod. 3 Module Review (SG Book 3 p. 52/TG Vol. 1 p. 316) | Missing addition symbol (item A ?)  6 + 4 - 3 | 6 + 4 +3 | typo |
| 7 | 1 | TG | p. 316 | Missing correct selected response item | Select option B (2nd item) | omission |
| 8 | 1 | SE Book 8 | P, 27 | SE states “60 yellow hats” | TG p. 213, Vol 3, states “6 yellow hats? | typo |
| 9 | 1 | SE Book 7 | p. 46 | #1 has two lines. Should that be the case for answer | na | typo |
| 10 | 1 | TG Vol 3 Mod 12 | pp. 296-297 | TG is missing item C | SE Book 8 p. 66 has item C | include item C with suggested response included in TG |

## Social Content Citations

None

California Department of Education, August 2025