*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)** |
| --- | --- | --- |
| Paradigm Math, LLC | *Paradigm* | **6–8** |

## Program Summary:

The *Paradigm* 6–8 program includes the following: Teacher Edition (TE) 4 volumes 1A, 1B, 2A, 2B; Student Edition (SE) 2 volumes; Assessment Book; (EP) Extra Practice Book; (EX) Extension Book; (RE) Re-engage Book; Resource Book; Beyond the Basic Facts (BTBF) Fluency Program.

## Recommendation:

*Paradigm* is recommended for adoption for grades 6–8 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 6, TE Front Matter Vol. 1A, pp. xxxii–xxxvi
* Criterion 1.1: Grade 7, TE Front Matter Vol. 1A, pp. xxxii–xxxvi
* Criterion 1.1: Grade 8, TE Front Matter Vol. 1A, pp. xxxii–xxxvi
* Criterion 1.2: Grade 6, TE Front Matter Progressions of Big Ideas, pp. xvi–xvii
* Criterion 1.3: Grade 7, SE Vol. 1, pp. 213–219
* Criterion 1.4: Grade 7, SE Vol. 2, pp. 65–67

### Criteria Category 2: Program Organization

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

#### Citations:

* + Criterion 2.4: BTBF Fluency Program: Upper Grades
  + Criterion 2.5: Grade 7, TE Vol. 1A Lesson 1.1, p. 12
  + Criterion 2.7: Grade 8, SE Vol. 2, pp. 2–10

### 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 6, TE Vol. 1A Front Matter Paradigm Assessments Structure, p. xxviii
  + Criterion 3.3: Grade 8, Assessments, pp. 363–365
  + Criterion 3.6: Grade 7, Assessments, p. 354

### 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 4.2: Grade 7, RE, pp. 7–77
  + Criterion 4.4: Grade 6, TE Vol. 1A Unit 2, p. 112
  + Criterion 4.6: Grade 8, EX, pp. 79–80

### 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 5.2: Grade 6, TE Vol. 1B Lesson 4.1, pp. 122–133
  + Criterion 5.4: Grade 7, TE Vol. 1A Units Overview, Year Pacing Guide, pp. viii–ix
  + Criterion 5.9: Grade 8, TE Vol. 2A Lesson 7.3, pp. 156–157

## 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 | 6 | SE Vol. 2 | p. 39 #5 | Select all equations that have m=4 as the solution | Include the equations | Equations were not included in the print version |
| 2 | 6 | SE Volume 2, 9.2 homework | p. 269 | Determine the solution(s) that make the inequality true | Remove the current text | Mismatched instructions |
| 3 | 6 | TE Vol. 1A | p. 217 #2 | Answer 14 | Answer 8/7 | Wrong answer |
| 4 | 6 | TE Vol. 2B, 9.2 homework | p. 26 | Determine the solution(s) that make the inequality true | Remove the current text | Mismatched instructions |
| 5 | 7 | SE Vol. 2 | p. 340 | Image | Adjust the brightness/contrast of the background so that all individuals are clearly visible | Dark imaging |
| 6 | 7 | SE Vol. 2 | p. 396 | Image | Image should have 2 sons and 1 daughter | The current image doesn’t match word problem #6 |

## Social Content Citations

| **#** | **Grade Level** | **Component** | **Page number or URL** | **Standard(s) Cited from the Social Content Citation Review List / Reason for edit** |
| --- | --- | --- | --- | --- |
| 1 | 6–8 | SE | none | E2: Add images portraying people with disabilities. |
| 2 | 8 | SE Vol. 2 Lesson 6.6 | p. 49 | B2: Add a diverse image of a family camping. |
| 3 | 8 | SE Vol. 2 Lesson 6.7 | p. 57 | B2: Add a diverse image of a family at an amusement park. |

California Department of Education, August 2025