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

# Review Panel Advisory Recommendation2025 Mathematics Instructional Materials Adoption

| **Publisher** | **Program** | **Grade Level(s)** |
| --- | --- | --- |
| HMH | *Into Math California* | 6–8 |

## Program Summary:

The *Into Math California* 6–8 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 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/does not meet] all of the evaluation criteria in category 1.

#### Citations:

* Criterion 1.1: Grade 6, TG Volume 1 Module 1 CA Standards, p. 2
* Criterion 1.1: Grade 7, TG Volume 1 Module 1 CA Standards, p. 2
* Criterion 1.1: Grade 8, TG Volume 1 Module 1 CA Standards, p. 2
* Criterion 1.2: Grade 7, Module 1 Project: Teacher’s Guide
* Criterion 1.3: Grade 6, SE Book 2 Module 9 Task 1, p. 132
* Criterion 1.4: Grade 7, Module 2 Project: Teacher’s Guide

### 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 6, TG Volume 1 Front Matters Snapshot, pp. xx–xxiii
	+ Criterion 2.5: Grade 7, TG Small-group Activities: Almost There/On Track/Ready for More, Module 2 Lesson 1, p. 11
	+ Criterion 2.7: Grade 8, SE Book 1 Module 4 CA Standards, p. 122

### Criteria Category 3: Assessment

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

#### Citations:

* + Criterion 3.2: Grade 6, Module Test Module 8 Form B Answer Key
	+ Criterion 3.4: Grade 7, TG Volume 1 Module 3 Prerequisite Check, pp. 210–211
	+ Criterion 3.5: Grade 8, Benchmark Assessments Beginning of Year Test
	+ Criterion 3.6: Grade 6, TG Volume 2 Module 5 Lesson 1 Differentiation and Practice, p. 124

### 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 6, TG Volume 2 Module 5 Role of Math, p. 105
	+ Criterion 4.2: Grade 7, TG Volume 4 Module 12 Lesson 6 Differentiation and Practice, p. 341
	+ Criterion 4.5: Grade 8, TG Volume 3 Module 8 Lesson 2 Task 3, p. 163 (see: Multilingual Learners Teaching Strategy; Writing)

### 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, Implementation Guide
	+ Criterion 5.5: Grade 7, TG Volume 4 Module 10 Module Review, pp. 136–139
	+ Criterion 5.8: Grade 8, TG Volume 1 Module 1 Lesson 3 Task 1, p. 52 (see: Common Error Teaching Strategy)

## 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 | 7 | Module 1Project: Teacher’s Guide | 1 | Principe 2 | Principle 2 | Typo |
| 2 | 7 | SE Book 2 Module 8 Lesson 3 | 298 | X=blank is on a separate line | Take away the line break | Formatting error |
| 3 | 7 | SE Book 1 Module 4 Lesson 2 | 167 | See Graph 1 | Match Graph 1 in the SE to Graph 1 in the TE | TE p. 38 and SE p. 167 graphs do not match; graph 1 is a duplicate of graph 5 in the SE |
| 4 | 7 | SE Book 1 Module 5 Lesson 3 Practice on Your Own #10 | 214 | Thermometer image | NA | Image is missing information (boiling point) |
| 5 | 7 | TG Volume 1, Module 2 Lesson 1 Task 3, part A | p. 120 | What will the new width be? Increase in width: 8 × 0.25 = 2 feet; New width: 8 + 0.2 = 10 feet | What will the new width be? Increase in width: 8 × 0.25 = 2 feet; New width: 8 + 2 = 10 feet | Typo |
| 6 | 7 | TG Volume 2 | p. 162 | Focus (7.G.2) One triangle or no triangle. | Focus (7.G.2) Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. | Wrong text for standard |
| 7 | 6 | TG Volume 1, Module 2 Lesson 1 Task 3, part A | p. 60 | Focus (6.NS.6b) Find and position integers and other rational numbers on a horizontal or vertical number line diagram… | Focus (6.NS.6c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram… | typo |

## Social Content Citations

None

California Department of Education, August 2025