# 2025 MATHEMATICS ADOPTION INSTRUCTIONAL QUALITY COMMISSION ADVISORY REPORT



Submitted to the California State Board of Education

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[Imagine Learning LLC, Imagine IM California, Mathematics I 284](#_Toc205988198)

[Kendall Hunt Publishing, IMKH California, Integrated Math 1, Mathematics 1 287](#_Toc205988199)

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## Introduction

California’s 2025 Mathematics Instructional Materials Adoption represents the culmination of a great endeavor to bring the high-quality mathematics instruction described in the 2023 *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve* (*Mathematics Framework*) to classrooms throughout the State of California. The Criteria for Evaluating Mathematics Instructional Materials for Kindergarten Through Grade Eight set forth in chapter 13 of the *Mathematics Framework* have guided publishers and developers of instructional resources as they developed comprehensive full course curriculum aligned to the State Board of Education (SBE)-adopted *California Common Core State Standards: Mathematics* (*CA CCSSM*).

The SBE-adopted instructional programs utilized by local educational agencies will place directly into the hands of educators and students the knowledge and skills presented within the standards and the instructional support and recommended practices of the *Mathematics Framework*. The approved programs then represent the frontline launch pad for mathematical knowledge and skills development of our state’s greatest resource—our students.

The instructional programs recommended herein to be considered by the SBE are a vast departure from California’s past kindergarten through grade eight (K–8) mathematics education, focused on Big Ideas that allow students to think about mathematics in theory and application in a broader fashion and, therefore, encourage students to find applications for mathematics in their lives outside of school.

While the final act of approval for the standards, the subsequent framework, and ultimately the instructional materials is adoption by the SBE, each step involves an important association of stakeholders. In each of these processes, volunteers—primarily teachers, administrators, and university professors—have served on various SBE-appointed committees and review panels to advise the Instructional Quality Commission (IQC) in making its own recommendations to the SBE.

This IQC Advisory Report to the SBE on the 2025 Mathematics Instructional Materials Adoption takes into consideration the Reports of Findings developed by each review panel, public comment submitted throughout the adoption process, and the consideration of each IQC member.

The SBE-adopted criteria for evaluating K–8 instructional materials is found within the *Mathematics Framework*. The criteria serve as the evaluation instrument for determining whether instructional materials align to the content standards, *Mathematics* *Framework*, and the other requirements established by the SBE, California *Education Code* (*EC*), and state regulations*.* The criteria require that publisher-submitted instructional materials cover at least one full-year course of study.

The criteria for the evaluation of mathematics instructional resources for K–8 are organized into five categories:

**Mathematics Content/Alignment with the Standards**. *CA CCSSM* content standards, practice standards, and sequence of the mathematics program provide structure for what students should learn at each grade level.

**Program Organization**. Instructional materials support instruction and learning of the standards, demonstrating how they are grouped around bigger ideas in ways that support coherence and include the instructional guidance features deemed necessary for successful implementation of the program. (These features may include chapter overviews, glossaries, etc.).

**Assessment**. A variety of assessment strategies, as defined in chapter 12, are presented in the instructional materials for measuring what students know and are able to do, and guide next steps for teachers.

**Access and Equity**. Access to the standards-based curriculum for all students with supports for those with language and learning differences.

**Instructional Planning and Support**. Coherent guidelines for teachers to follow when planning to provide effective standards-based instruction and guidance to help teachers provide instruction that ensures opportunities for all students

Resources that fail to meet the criteria in Category 1, content alignment with the standards, will not be considered suitable for adoption; all criteria statements in Category 1 must be met for a program to be adopted. The criteria for Category 1 must be met in the core resources or via the primary means of instruction, rather than in ancillary components. In addition, programs must have strengths in each of Categories 2 through 5 to be suitable for adoption.

(See Appendix A for the complete evaluation criteria.)

## Adoption Process

### Adoption Timeline

The California Department of Education (CDE) conducted the instructional materials adoption process pursuant to a Schedule of Significant Events adopted by the SBE in January 2024, adhering to all applicable state laws and regulations. The complete Schedule of Significant Events can be found on the CDE website at <https://www.cde.ca.gov/ci/ma/im/mathadoptsignificantevents.asp>.

### Publisher Participation

The adoption process required that interested publishers submit an initial Intent to Submit form by February 4, 2025, and to file additional submission documents by March 12, 2025. Copies of complete publisher programs were due by May 7, 2025. In the end, 27 publishers submitted 67 instructional materials programs for consideration of SBE-adoption.

### Publisher Fees

Pursuant to *EC* Section 60213, and in accordance with the *California Code of Regulations*, Title 5 (5 *CCR*), Section 9517.3, this adoption was financed through fees paid by participating publishers. State regulations established the fee at $8,000 per program per grade level submitted.

The legislation also included the provision that, upon the request of a small publisher or small manufacturer, the SBE might reduce the fee for participation in the adoption. *EC* Section 60211 states that a "small publisher" and "small manufacturer" mean an independently owned or operated publisher or manufacturer that is not dominant in its field of operation and that, together with its affiliates, has 100 or fewer employees, and has average annual gross receipts of ten million dollars ($10,000,000) or less over the previous three years. Six participating publishers received SBE approval for small publisher fee reductions.

### Reviewer Appointment and Training

In January 2025, the SBE appointed 165 Instructional Materials Reviewers and 7 Content Review Experts (Reviewers). The IQC divided Reviewers into 24 review panels assigned one or more programs to review.

Pursuant to 5 *CCR* Section 9512, the majority of Reviewers included classroom teachers with a “professional” credential who teach students in kindergarten or grades 1–12, and who have experience with, and expertise in, standards-based-educational programs and practices in mathematics. Some of the Reviewers had experience in providing instruction to English Learners and in providing instruction to students with disabilities. Some panels included a reviewer holding a doctoral degree in mathematics or a related field.

Utilizing SBE-approved training materials, CDE staff and members of the IQC trained Reviewers at the DoubleTree Hilton Hotel in Sacramento April 14–18, 2025, to prepare them for their independent review and subsequent deliberations. The training included sessions on the content standards, curriculum framework, evaluation criteria, social content requirements, and the overall adoption process. Publishers made scheduled formal presentations to their respective program review panels on the final day of the training and answered reviewer questions.

The CDE conducted the training in accordance with the Bagley-Keene Open Meeting Act. Various publisher representatives and interested members of the public attended the training, and each day at a pre-determined time, trainers paused the session to invite public comment.

### IMR/CRE Review, Deliberations, and Reports of Findings

Within two weeks following the training session, participating publishers delivered complete copies of their programs to all Reviewers and select Learning Resource Display Centers (LRDCs). Reviewers conducted their independent reviews of the submitted instructional materials during May through early July.

The Reviewers met in their assigned review panels at the DoubleTree Hilton in Sacramento for deliberations held on July 21–25 and July 28–August 1, 2025. Reviewers discussed their findings, recorded via individual notes and citations developed while conducting their independent reviews. A member of the IQC or CDE staff approved by the SBE facilitated each panel while additional CDE staff provided administrative support to the panels. In addition to daily public comment periods during deliberations, publishers had the opportunity to provide a brief presentation Wednesday morning in response to three to five formal questions posed by the panel members Tuesday evening.

As Reviewers discussed each program and sought consensus on their findings for each evaluation criterion, they worked collaboratively to produce a Report of Findings for each program. The reports include findings for each category of the criteria and exemplary (not exhaustive) citations to support those findings.

By the end of deliberations, review panels recommended 64 programs of 67 submitted for consideration of adoption, with some recommendations contingent upon satisfactory completion of specified edits and corrections and/or social content citations.

Edits and corrections are defined as inexact language, imprecise definitions, mistaken notations, mislabeling, misspellings, and grammatical errors. Edits and corrections do not include rewrites, including revisions of sections, chapters, or entire pages, or adding new content to a program; rewrites are not allowed during the adoption process (pursuant to 5 *CCR* sections 9510 and 9519). The review panels also provided citations for social content violations when those were found in the programs (pursuant to 5 *CCR* Section 9518).

The panel deliberations were conducted in accordance with the Bagley-Keene Open Meeting Act. Various publisher representatives and interested members of the public attended the deliberations. At least twice each day, the deliberations process included an opportunity for public comment.

### Public Comment and Review

At the time of initial submission, May 7, 2025, publishers delivered their programs to six requesting LRDCs; the remaining LRDCs requested to receive programs only after SBE adoption. Materials will remain displayed for public review and comment throughout the state for a minimum of two years (see Appendix B). Additionally, the CDE posted at the mathematics adoption website links to the student materials of submitted programs (pursuant to 5 *CCR* Section 9523(b)).

The IQC hosted a meeting to take public comment on the 2025 Mathematics Instructional Materials Adoption on August 13, 2025, in Sacramento (pursuant to 5 *CCR* Section 9524). Publisher representatives and members of the public attended and submitted comments to the IQC for consideration. All members of the IQC were not present at that meeting, however all members received copies of comments that were submitted in writing.

Pursuant to 5 *CCR* Section 9521, the CDE forwarded for consideration any public comments received by specific deadlines to the relevant review panels, the IQC, and the SBE. There were no comments received prior to the convening of the review panels. All comments received by September 5, 2025, were forwarded to the IQC; all comments received by October 24, 2025, will be forwarded to the SBE.

As described below, prior to making its recommendations to the SBE, the IQC held two additional public hearings, one during the Mathematics Subject Matter Committee (Mathematics SMC) meeting and one during the full IQC meeting on September 17, 2025.

The SBE will hold a final public hearing at that meeting prior to taking action on the IQC’s recommendations.

## Instructional Quality Commission Review and Deliberations

On September 17, 2025, the IQC Mathematics SMC held a public hearing and discussed in depth the review panel Report of Findings for each program. The committee heard testimony from 12 members of the public before taking action to recommend programs to the full IQC. Members of the committee voted on a consent motion to recommend 64 programs to the full commission that were also recommended for SBE adoption by the review panels. Additionally, the committee initiated individual program-specific motions and voted on three programs that were not recommended by the review panels. Each motion was stated in the affirmative. A majority vote from the Mathematics SMC was required for any program to be recommended to the full IQC for adoption. The Mathematics SMC recommended for SBE adoption 64 of the 67 programs.

On September 17, 2025, after receiving comment from one member of the public in a second open hearing, the full IQC engaged in an extended discussion of the Mathematics SMC’s recommendation before it took action to recommend programs to the SBE. The members of the IQC considered the review panel recommendations, public comments, and reports from individual Commissioners to determine whether each program satisfied or did not satisfy the SBE-adopted evaluation criteria for this adoption. Nine members of the IQC had to vote in the affirmative for any program to be recommended to the SBE. The IQC recommended 64 of the 67 programs.

### Requirement of Number of Adopted Programs

*EC* Section 60200(e) requires specific findings related to the number of programs adopted by the SBE. In this adoption, the total number of recommended programs provides five or more basic instructional materials programs for each K–8 grade level.

SBE Liaisons were present at all meetings of the IQC related to this adoption, and at the training and deliberations of Reviewers, and can attest to the extent to which the process was aligned to the SBE-adopted *Mathematics Framework*.

### Edits and Corrections

When the SBE adopts instructional materials programs, it often stipulates as a condition of adoption that publishers make various edits and corrections. These edits and corrections are often identified by the review panels and included within their Reports of Findings, but they may also arise from publisher-submitted errata.

The procedures for processing edits and corrections is specified in 5 *CCR* Section 9525, titled “Post Adoption Edits and Corrections Procedures,” and includes a 60-day timeline for publishers to submit proposed compliance remedies, and following CDE and IQC review as necessary, another 60-day timeline to submit final editions. Those errata are not attached to this report; however, they are available upon request.

### Adopted Publishers’ Responsibilities

According to the provisions of *EC* sections 60061 and 60061.5, publishers are required to comply with a number of very specific provisions that ensure that publishers furnish instructional materials to every school district in California at the lowest or same price offered to other districts in this state or any other state in the nation. A bulletin was sent to all adopted publishers containing information about the statutory and regulatory requirements related to state-adopted materials, post-adoption timelines, requirements regarding sales and marketing, alternate formats, pricing, and other issues.

### Changes to Instructional Materials Statutes and Funding

Pursuant to *EC* Section 60210, districts are not required to purchase instructional materials from a state adoption list. If a district elects to purchase materials that are not state adopted, they are required to include a majority of classroom teachers who are assigned to the subject area or grade level of the materials in their local review process.

Districts receive funding to purchase instructional materials as part of their basic funding under the Local Control Funding Formula (LCFF). More information about the LCFF can be found on the CDE website at <http://www.cde.ca.gov/fg/aa/lc/>. There is no requirement to purchase SBE-adopted materials nor is there any timeline by which districts must implement new programs.

Instructional materials sufficiency requirements (*EC* Section 60119) remain in effect. Districts must certify each year that they have standards-aligned textbooks or basic instructional materials in English language arts, mathematics, science, and history–social science students for all students in kindergarten through grade twelve to use in class and take home. Since the state instructional materials funds have been incorporated into LCFF, there is no financial penalty for failing to meet the sufficiency requirement.

## Instructional Quality Commission Recommendations

*As of the posting date of this Advisory Report, these programs have not been adopted by the State Board of Education*

The reports of the review panels are posted in their entirety on the CDE Mathematics Instructional Materials website at <https://www.cde.ca.gov/ci/ma/im/mathrptoffindings2025.asp>.

Basic Math K–8

| **Publisher** | **Program Title** | **Grade Level(s)** | **IMR/CRE Recommendation** | **IQC Recommendation** |
| --- | --- | --- | --- | --- |
| Accelerate Learning, Inc. | STEMscopes Math California | K–8 | Recommended | Recommended |
| Accelerate Learning, Inc. | Math Nation California | K–8 | Recommended | Recommended |
| Agile Mind Educational Holdings, Inc. | California Middle School Mathematics | 6–8 | Recommended | Recommended |
| Amplify Education, Inc. | Amplify Desmos Math CA | K–8 | Recommended | Recommended |
| Barobo, Inc. | RoboBlocky Math | K–8 | Recommended | Recommended |
| Big Ideas Learning, LLC | California Math & YOU | K–5 | Recommended | Recommended |
| Big Ideas Learning, LLC | California Math & YOU | 6–8 | Recommended | Recommended |
| Carnegie Learning, Inc. | California ClearMath K-5 | K–5 | Recommended | Recommended |
| Carnegie Learning, Inc. | California ClearMath 6-8 | 6–8 | Recommended | Recommended |
| Center for Mathematics and Teaching, Inc. | MathLinks Core | 6–8 | Recommended | Recommended |
| CPM Educational Program | Core Connections, 3rd Ed. | 6–8 | Recommended | Recommended |
| CPM Educational Program | Inspiring Connections | 6–8 | Recommended | Recommended |
| Curriculum Associates | Classroom Mathematics California | K–8 | Recommended | Recommended |
| Ed Gems Math, LLC | California EdGems Math 1, 2, and 3 | 6–8 | Recommended | Recommended |
| Great Minds PBC | Eureka Math Squared California | K–5 | Recommended | Recommended |
| Great Minds PBC | Eureka Math Squared California | 6–8 | Recommended | Recommended |
| Heinemann, a division of Greenwood Publishing Group, LLC | California Math Expressions | K–6 | Recommended | Recommended |
| HMH Education Company | HMH Into Math California | K–5 | Recommended | Recommended |
| HMH Education Company | HMH Into Math California | 6–8 | Recommended | Recommended |
| Imagine Learning, LLC | Imagine IM California | K–6 | Recommended | Recommended |
| Imagine Learning, LLC | Imagine IM California | 6–8 | Recommended | Recommended |
| Innovamat Education, Inc. | Thinking Math! | K–5 | Recommended | Recommended |
| IXL Learning, Inc. | Takeoff by IXL | K–5 | Recommended | Recommended |
| Kendall Hunt Publishing Company | IMKH California | K–5 | Recommended | Recommended |
| Kendall Hunt Publishing Company | IMKH California: Grades 6-8 | 6–8 | Recommended | Recommended |
| Kiddom | Kiddom IM® v.360 California | K–5 | Recommended | Recommended |
| Kiddom | Kiddom IM® v.360 California | 6–8 | Recommended | Recommended |
| McGraw Hill, LLC | California Reveal Math K-5 | K–5 | Recommended | Recommended |
| McGraw Hill, LLC | California Reveal Math 6-8 | 6–8 | Recommended | Recommended |
| MidSchoolMath, LLC | Core Curriculum by MidSchoolMath | 5–8 | Recommended | Recommended |
| MIND Education | InsightMath California | K–6 | Recommended | Recommended |
| Open Up Resources | Open Up Resources K-8 Math - California Standards | K–8 | Recommended | Recommended |
| Paradigm Math, LLC | Paradigm | K–6 | Recommended | Recommended |
| Paradigm Math, LLC | Paradigm | 6–8 | Recommended | Recommended |
| Savvas Learning Company, LLC | Envision+ California Mathematics | K–8 | Recommended | Recommended |
| Savvas Learning Company, LLC | Experience Math California | K–8 | Recommended | Recommended |
| The Math Learning Center | Bridges in Mathematics | K–5 | Recommended | Recommended |
| TPS | Steam into Big Ideas Mathematics | K–8 | Recommended | Recommended |

**Algebra 1**

| **Publisher** | **Program Title** | **Grade Level(s)** | **IMR/CRE Recommendation** | **IQC Recommendation** |
| --- | --- | --- | --- | --- |
| Accelerate Learning, Inc. | Math Nation California | Algebra 1 | Recommended | Recommended |
| Agile Mind Educational Holdings, Inc. | California Algebra 1 | Algebra 1 | Recommended | Recommended |
| Amplify Education, Inc. | Amplify Desmos Math CA | Algebra 1 | Recommended | Recommended |
| Barobo, Inc. | RoboBlocky Math: Algebra 1 | Algebra 1 | Recommended | Recommended |
| Big Ideas Learning, LLC | Algebra 1 Concepts and Connections for California | Algebra 1 | Recommended | Recommended |
| Carnegie Learning, Inc. | California ClearMath Algebra 1 | Algebra 1 | Recommended | Recommended |
| Curriculum Associates | Classroom Mathematics California | Algebra 1 | Recommended | Recommended |
| Ed Gems Math, LLC | Algebra 1 | Algebra 1 | Recommended | Recommended |
| Great Minds PBC | Eureka Math Squared California | Algebra 1 | Recommended | Recommended |
| HMH Education Company | HMH Into Math California | Algebra 1 | Recommended | Recommended |
| Imagine Learning, LLC | Imagine IM California | Algebra 1 | Recommended | Recommended |
| Kendall Hunt Publishing Company | IMKH California: Algebra 1 | Algebra 1 | Recommended | Recommended |
| Kiddom | Kiddom IM® v.360 California Algebra 1 | Algebra 1 | Recommended | Recommended |
| McGraw Hill, LLC | California Reveal Math Algebra 1 | Algebra 1 | Recommended | Recommended |
| Open Up Resources | Open Up Algebra 1 – California Standards | Algebra 1 | Recommended | Recommended |
| Pathway2Careers  (NS4ed LLC dba Pathway2Careers) | Algebra 1 | Algebra 1 | Not Recommended | Not Recommended |
| Savvas Learning Company, LLC | Envision+ California Algebra 1 | Algebra 1 | Recommended | Recommended |
| TPS | Steam into Big Ideas Algebra 1 | Algebra 1 | Recommended | Recommended |

**Mathematics I**

| **Publisher** | **Program Title** | **Grade Level(s)** | **IMR/CRE Recommendation** | **IQC Recommendation** |
| --- | --- | --- | --- | --- |
| Agile Mind Educational Holdings, Inc. | California Intensified Mathematics 1 | Math 1 | Recommended | Recommended |
| Amplify Education, Inc. | Amplify Desmos Math CA | Math 1 | Recommended | Recommended |
| Barobo, Inc. | RoboBlocky Math: Mathematics 1 | Math 1 | Recommended | Recommended |
| Big Ideas Learning, LLC | Integrated Mathematics 1 Concepts and Connections for California | Math 1 | Recommended | Recommended |
| Carnegie Learning, Inc. | California ClearMath Integrated Math 1 | Math 1 | Recommended | Recommended |
| Imagine Learning, LLC | Imagine IM California | Math 1 | Recommended | Recommended |
| Kendall Hunt Publishing Company | IMKH California: Integrated Math 1 | Math 1 | Recommended | Recommended |
| McGraw Hill, LLC | California Reveal Math Integrated Mathematics 1 | Math 1 | Recommended | Recommended |
| Open Up Resources | Open Up Math 1 – California Standards | Math 1 | Recommended | Recommended |
| Savvas Learning Company, LLC | Envision+ California Integrated Mathematics 1 | Math 1 | Not Recommended | Not Recommended |
| TPS | Steam into Big Ideas Math 1 | Math 1 | Not Recommended | Not Recommended |

## Basic Math K–8

### Accelerate Learning, Inc., STEMscopes, Grades K–8

#### Program Summary:

The *STEMscopes* (K–8) program includes the following: STEMscopes California Math Online.

#### Recommendation:

Accelerate Learning Inc. *STEMscopes* is recommended for adoption for grades K–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 K, Represent 7 with Objects and Pictures K.CC.b, K.CC.4.b <https://app.acceleratelearning.com/scopes/19439/elements/859363>
  + Criterion 1.1: Grade 1, Counting to Add and Subtract (to 10) 1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6 <https://app.acceleratelearning.com/scopes/19448/elements/859703>
  + Criterion 1.1: Grade 2, Arrays 2.OA.4, MP.7, MP.8 <https://app.acceleratelearning.com/scopes/19467/elements/860427>
  + Criterion 1.1: Grade 3, Adding Using Number Line Strategies, Explore 2 3.NBT.A.2, SMP: MP.2, MP.7, MP.8 <https://app.acceleratelearning.com/scopes/20805/elements/961720>
  + Criterion 1.1: Grade 4, Place Value of Whole Numbers, Explore 2 - Reading and Writing Multi-digit Whole Numbers 4.NBT.A.2 <https://app.acceleratelearning.com/scopes/20806/elements/961728>
  + Criterion 1.1: Grade 5, Rounding Decimals, Explore 1, 5.NBT.A.4 <https://app.acceleratelearning.com/scopes/20807/elements/961736>
  + Criterion 1.1: Grade 6, Explore 3 – Make Sense of Math, SMP: MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8 <https://app.acceleratelearning.com/scopes/21216/elements/989567>
  + Criterion 1.1: Grade 7, Explore 4 – Pursue Precision and Accuracy, SMP: MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8 <https://app.acceleratelearning.com/scopes/21215/elements/989574>
  + Criterion 1.1: Grade 8, Explore 2 – Communicate Effectively, SMP: MP.1, MP.2, MP.5, MP.6, MP.7, MP.8 <https://app.acceleratelearning.com/scopes/21217/elements/989582>
  + Criterion 1.2: Grade 1, Represent Numbers to 100 1.NBT.2.a <https://app.acceleratelearning.com/scopes/19458/elements/860083>
  + Criterion 1.3: Grade 5, Numerical Expressions, Interactive Notebook, 5.OA1 <https://app.acceleratelearning.com/scopes/18635/elements/938785>
  + Criterion 1.4: Grade 2, Principle 1 - People Depend on Natural Systems, Concept B. 2nd Grade - Compare Numbers to 1,000 - Math Today <https://app.acceleratelearning.com/scopes/20804/elements/1135000>

#### 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, Join & Separate (Course Rationale) K.OA.1, K.OA.2, K.OA.3 <https://app.acceleratelearning.com/scopes/19441>
  + Criterion 2.2: Grade 1, Compare Numbers to 100 (Scope Calendar) 1.NBT.5 <https://app.acceleratelearning.com/scopes/19459/elements/1098624>
  + Criterion 2.4: Grade 5, Divide Unit Fractions, Intervention, Small Group Intervention 5.NF.7.a <https://app.acceleratelearning.com/scopes/18634/elements/847253>
  + Criterion 2.5: Grade 3, Perimeter, Acceleration, Math Today, Math Today Aquaponic Farming 3.MD.8 <https://app.acceleratelearning.com/scopes/18593/elements/831644>
  + Criterion 2.9: Grade 8, Scope and Sequence, SMP: MP.1, MP.2, MP.3,MP.4, MP.5, MP.6, MP.7, MP.8 <https://app.acceleratelearning.com/scopes/21217/elements/989582>

#### 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 2, Compare Numbers to 1000 2.NBT.4 [https://app.acceleratelearning.com/ Explore 4 – Pursue Precision and Accuracy scopes/19462/elements/1108643](https://app.acceleratelearning.com/scopes/19462/elements/1108643)
  + Criterion 3.2: Grade K, Skills Quiz K.CC.3, K.OA.1, K.CC.2 <https://app.acceleratelearning.com/scopes/19442/elements/859499>
  + Criterion 3.3: Grade 3, Division Models, Evaluate, Operation Checklist, 3. OA.2, 3.OA.6 <https://app.acceleratelearning.com/scopes/18586/elements/1108500>
  + Criterion 3.4: Grade 6, Evaluate Activities, Measurement Conversions, Mathematical Modeling Task, 6.RP.3.d <https://app.acceleratelearning.com/scopes/20232/elements/969307?page%5Bnumber%5D=1&page%5Bsize%5D=1>
  + Criterion 3.5: Grade 7, Addition and Subtraction with Rational Numbers, 7.NS.1.a, 7.NS.1.b, 7. NS.1c, 7.NS.1d <https://app.acceleratelearning.com/scopes/20239/elements/1098199>

#### 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 1, Add and Subtract within 20 1.OA.2 <https://app.acceleratelearning.com/scopes/19449/elements/915864>
  + Criterion 4.2: Grade 2, Length 2.MD.2 <https://app.acceleratelearning.com/scopes/19470/elements/860529>
  + Criterion 4.3: Grade K, Represent Numbers to 20 K.CC.3 <https://app.acceleratelearning.com/scopes/19442/elements/1098604>
  + Criterion 4.4: Grade 4, Multiply Fractions by Whole Numbers, Explore, Explore 1- Multiplying Unit Fractions and Whole Numbers, 4.NF.a, 4.NF.b, 4.NF.c <https://app.acceleratelearning.com/scopes/18610/elements/833955>
  + Criterion 4.5: Grade 5: Unit Conversions, Explain, Language Connections, 5.MD.1 <https://app.acceleratelearning.com/scopes/18637/elements/1130512>

#### 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 1, Fractions 1.G.3 <https://app.acceleratelearning.com/scopes/19455/elements/859961>
  + Criterion 5.2: Grade 2, Numbers on a Number Line 2.MD.6 <https://app.acceleratelearning.com/scopes/19461/elements/860187>
  + Criterion 5.3: Grade 3, Division Model 3.OA.6 <https://app.acceleratelearning.com/scopes/18586/elements/1098388>
  + Criterion 5.4: Grade 4, Scope and Sequence <https://app.acceleratelearning.com/scopes/20806/elements/961728>
  + Criterion 5.5: Grade 5, Graph on a Coordinate Plane, Evaluate, Decide and Defend, 5.G.1, 5.G.2 <https://app.acceleratelearning.com/scopes/18641/elements/829615>

#### Edits and Corrections:

None.

#### Social Content Citations

None.

### Accelerate Learning, Inc., Math Nation California, Grades K–8

#### Program Summary:

The *Math Nation California* (K–8) program includes the following: Teacher Edition (TE), Student Edition (SE), Independent Skills Practice Book, Digital Materials Edition (DE), Hands-On Kits, Study Expert Videos, Math Nation+, and EdgeXL Assessment Generator.

#### Recommendation:

*Math Nation California* is recommended for adoption for K-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 K: (K.CC.4a) K.1.12 Exploration Activity 1 in TE (Download TE pdf and BL zip to review file called Kindergarten.1.D12.1.)
  + Grade 1, (1.NBT.1) 1.4.10 Exploration Activity 1 in SE and TE (Download TE pdf.)
  + Grade 2: (2.MD.5) 2.3.11 Exploration Activity 1 in SE and TE (Download TE pdf.)
  + Grade 3: (3.NF.3c ) 3.5.13 Exploration Activity 1 and Exploration Activity 2 in SE and TE (Download TE pdf.)
  + Grade 4: (4.G.1) 4.7.3 in SE and TE
  + Grade 5: (5.NBT.1) 5.6.5 in SE and TE
  + Grade 6: (6.RP.3a) 6.2.11 Exploration Activity 2 in SE and TE
  + Grade 7: (7.RP.1) 7.4.2 Exploration Activity 2 in SE and TE (Download TE pdf.)
  + Grade 8: (8.F.5) 8.5.6 Exploration Activity 2 in SE and TE (Download TE pdf.)
  + Criterion 1.2: 4.7.6 Exploration Activity 2 in SE and TE
  + Criterion 1.3: 6.2.15 Lesson Summary in SE
  + Criterion 1.4: TE 5.4.22

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.1: Unit narrative TE 1.2.4 pp. 31–35; TE Grade 6, U2 pp. 236–237
  + Criterion 2.2: Lesson guidance TE Grade 5, V1, Unit 2 pp. 241–244; TE 7.1.10, p. 129
  + Criterion 2.4: TE 2.7.7 p. 82 suggestions and resources after lesson synthesis; TE Grade 3 V2 p. 66 “Suggested Center (optional)”; TE 7.6.2 “Support for Students with Disabilities”; Digital Materials Study Expert Videos
  + Criterion 2.5: TE 1.1.5 p. 18 “Center Choice Time”; TE 5.2.13 p. 243 “Advance Student Thinking”; DE 6.4.1 “Exploration Extension: Are You Ready for More?”
  + Criterion 2.6: TE 1.4.1. p. 37; TE 3.4.10 p. 97 “Alignment”; TE Grade 8 U2 pp. 200–203 Unit Narrative
  + Criterion 2.7: SE 7.6.1 “Learning Targets”

#### 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: TE 4.2.13 p. 209 “Cool Down”
  + Criterion 3.2: DE Grade 3 U3 Assessment
  + Criterion 3.3: DE EdgeXL Resources
  + Criterion 3.4: TE 4.2.3 p. 121 “Response to Student Thinking”
  + Criterion 3.6: DE 6.1.1 “Check your Readiness Teacher Guide”

#### 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: TE 7.2.14 p. 39
  + Criterion 4.2: TE 4.3.16 p. 407 “Teacher Reflection Question”
  + Criterion 4.3: TE 7.2.2 p.194; TE 3.5.2 p. 240
  + Criterion 4.5: TE 2.7.8 p. 90

#### 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: TE K front matter pp. 7–8
  + Criterion 5.2: TE K.1.10 pp. 103
  + Criterion 5.6: DE 7.5.2 “interactive digital applet” to explore temperature (<https://stem.acceleratelearning.com/mathnation/coursework/19366/c79d4a35-5a49-3c45-bd25-b5a04b730637/f0fcf627-e142-3733-a643-825417fa7d36/bc2839ce-3094-3a75-a002-d561fa9d9584>)
  + Criterion 5.8: TE K.6.3 pp. 385–392
  + Criterion 5.9: DE Grade 4 Unit 0 “Mathematical Language Development and Access for English Learners” (<https://stem.acceleratelearning.com/mathnation/coursework/19392/a7671661-9086-3c7b-8298-2c76401fdf81/afa0ccba-9500-373e-ab6d-269a9df77725/ac083012-d4f8-3ed3-a2d3-9e464ae0aa09>)
  + Criterion 5.10: DE 2.3.14 Teacher Edition “Teacher Prep Video” (<https://stem.acceleratelearning.com/mathnation/coursework/19387/e174b436-fd6e-39e1-97d2-3e9edc6ed23d/be8ee148-ad1f-3271-b1e9-fcc23030f7f3/d240a8e2-fef1-3644-9e51-5046b2d47348>)

#### 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 | 1 | Volume 2- lesson heading | p. 97 | “OFTENS AND TENS” | “OF TENS and ONES” | Space between of and tens to avoid confusion in name |
| 2 | 1 | Volume 2- in Focus SMPs | p. 285 | “MP Look for and make use of structure” | “MP7 Look for and make use of structure.” | MP needs to be correctly labeled |
| 3 | 2 | Volume 1- U3L7 | p. 366 | “5th Grade Unit 7” | “2nd Grade Unit 5” | Wrong grade and lesson number |
| 4 | 2 | Volume 2 Unit 5, Lesson 1-7 | p. 163 | “3rd Grade Unit 5” | “2nd Grade Unit 5” | Wrong grade level |
| 5 | 2 | Volume 3 | p. 89 | “abou” | “about” | Spelling error |
| 6 | 3 | Volume 1- U3L2 Warm Up | p. 355 | 1 (column header) | 10 | typo |
| 7 | 3 | Volume 2- Exploration Activities 1. Teacher Edition U5L6 | p. 287 | Number lines look the same | Number lines should be different | Number lines should be different |
| 9 | 3 | Volume 2- U6L7-8 in the TE print | NA | NA | NA | Missing lessons in the TE print. L7 on digital platform is correct, L8 in digital links to 6 |
| 10 | 4 | Volume 1- U2L6-L10 Exploration Activities | pp.143–186 | NA | NA | Exploration Activities not labeled |
| 11 | 4 | Volume 1- U3L1, L3-L5 Exploration Activities | p. 259 pp. 277–302 | NA | NA | Exploration activities not labeled |
| 12 | 4 | Volume 2- U5 L8-L9 Exploration Activities | pp. 313–328 | NA | NA | Exploration activities not labeled |
| 13 | 4 | Volume 3- U7L11-L16 Exploration Activities | pp. 353–412 | NA | NA | Exploration activities not labeled |
| 14 | 5 | Volume 1- U1L1-L6 Exploration Activities | pp. 23–76 | NA | NA | Exploration activities not labeled |
| 15 | 5 | Volume 1- U2L1-L5 Exploration Activities | pp. 141–182 | NA | NA | Exploration activities not labeled |
| 16 | 5 | Volume 1- U2L10-L17 Exploration Activities | pp. 215–286 | NA | NA | Exploration activities not labeled |
| 17 | 5 | Volume 1- U3L5 Exploration Activities | pp. 323–330 | NA | NA | Exploration activities not labeled |
| 18 | 5 | Volume 2- U6L10-14 Exploration Activities | pp. 505–542 | NA | NA | Exploration activities not labeled |
| 19 | 6 | Teacher Edition (print and digital) | All Volumes | NA | NA | No Exploration activities labeled for any lessons |
| 20 | 6 | Volume 2- U5L3 | pp. 237–249 | “Unit 3” | “Unit 5” | Incorrect unit number |
| 21 | 7 | Teacher Edition (print and digital) | All volumes | NA | NA | No extension activities labeled for any lessons |
| 22 | 8 | Teacher Edition (print and digital) | All volumes | NA | NA | No extension activities labeled for any lessons |

#### Social Content Citations

None.

### Agile Mind Educational Holdings, Inc., California Middle School Mathematics, Grades 6–8

#### Program Summary:

The *California Middle School Mathematics* program includes the following: Topic# Lesson# (T# L#); Lesson activitypages (LA p#); Student Activity Sheet (SAS Q#); Constructed Response# (CR#)   
***Note:*** *LA pages are supported by Deliver Instruction for educators and by SAS Qs when appropriate*.

#### Recommendation:

*California Middle School Mathematics* 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, Professional Support, Course Planning and Pacing, Scope & Sequence
  + Criterion 1.1: Grade 7, Professional Support, Course Planning and Pacing, Lesson Alignments
  + Criterion 1.1: Grade 8, Professional Support, Course Planning and Pacing, Mathematics 8 Big Ideas
  + Criterion 1.2: Grade 7, T10, L7, All LA Pages
  + Criterion 1.3: Grade 8, T3, L1, LA p. 7
  + Criterion 1.4: Grade 6, T4, L10, CR 1

#### 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 7, Professional Support, Course Planning and Pacing, Mathematics 7 Big Ideas
  + Criterion 2.2: Grade 7, T3, L2, all pages
  + Criterion 2.6: Grade 6, T13, Preparing Instruction

#### 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 7, T4, L8, MARS Task and Rubric
  + Criterion 3.3: Grade 6, T13, L5, Deliver Instruction, see Mathematical Processes and Practices Notes
  + Criterion 3.4: Grade 8, T13, L5, Deliver Instruction, see Classroom Strategy
  + Criterion 3.6: Grade 8, T13, L6, Deliver Instruction

#### 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 7, T1, L2, Deliver Instruction, see Support for ELL/Other Special Populations
  + Criterion 4.4: Professional Support; Essays on content, pedagogy, and practice; Teaching English Language Learners
  + Criterion 4.7: Grade 8, T6, L4, LA p. 3, panel 2

#### 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: Professional Support, Developing concepts across the grades
  + Criterion 5.2: Grade 6, T1, L1, Deliver Instruction, see p. 10 Advice “Classroom Strategy” Notes
  + Criterion 5.3: Grade 7, T1, Prepare Instruction
  + Criterion 5.6: Grade 8, T1, L9, LA p. 2 and Deliver Instruction Advice for p. 2

#### 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 | 8 | T5 MARS task: graphs | 1 | Explain how you mad your choices | Explain how you made your choices | typo |

#### Social Content Citations

None

### Amplify Education, Inc., Desmos Math California, K-8, Grades K–8

#### Program Summary:

The *Desmos Math California, K-8* program includes the following: Teacher Edition; Student Edition; Assessment Resources; Centers Resources; Intervention, Extension, and Investigation Resources; Math Language Development Resources; Additional Practice Resources; Additional Practice Student Workbook; Student Digital License; Teacher Digital License.

#### Recommendation:

*Desmos Math California, K-8* is recommended for adoption for K–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 K: K.G.6, K.CC.5, K.CC.6, SMP.3, SMP.6, SMP.7; SE Vol. 1 pp. 212–213
  + Criterion 1.1: Grade 1: 1.MD.4, 1.OA.5, SMP.2, SMP.4; TE Vol. 1 pp. 68–69
  + Criterion 1.1: Grade 2: 2.OA.1, 2.NBT.5, 2.NBT.8, SMP.7, SMP.8; TE Vol. 1 p. 250A
  + Criterion 1.1: Grade 3: 3.NF.2a, 3.NF.2, SMP.6, SMP.7; SE Vol. 2 pp. 526–527
  + Criterion 1.1: Grade 4: 4.NF.4b; TE Vol. 1 p. 249A–D
  + Criterion 1.1: Grade 5: 5.MD.5b, 5.MD3a, 5.MD.5a, 5.OA.2, SMP.6-8; SE Vol. 1 pp. 35–37
  + Criterion 1.1: Grade 6: 6.G.3, 6.NS.6.8, SMP.1, SMP.6, SMP.7; TE Vol. 2 p. 872A
  + Criterion 1.1: Grade 7: 7.EE.3, SMP.3, SMP.8; SE Vol. 1 p. 354
  + Criterion 1.1: Grade 8: 8.G.1, 8.G.1a, 8.G.1b, SMP.3, SMP.5, SMP.7; TE Vol. 1 p. 155A
  + Criterion 1.2: Grade 2: 2.OA.1, 2.OA.2, SMP.1, SMP.2, SMP.4, SMP.6, SMP.7; Intervention, Extensions, and Investigation Resources p. 697
  + Criterion 1.3: Grade 5: TE Vol. 1 pp. 41A–45A
  + Criterion 1.4: Grade: 8.EP.1; TE Vol. 1 p. 216A

#### 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 8, 8.F.4 7.G.4 7.G.6 F-IF.7 G-GMD.3 TE Vol. 2 p. 431
  + Criterion 2.2: Grade 4, Intervention, Extension, and Investigation Resources pp. 674–681
  + Criterion 2.3: Grade 1, SE Vol. 2 p. 694 (Math in Action)
  + Criterion 2.6: Grade 4, TE Vol. 1 p. 184 (Watch your Knowledge Grow)
  + Criterion 2.7: Grade 8, SE Vol. 1 p. 267

#### 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 K, Assessment Book p. 231 (Formative Assessment)
  + Criterion 3.2: Grade 8, Assessment Book pp. 121–124 (Summative Assessment)
  + Criterion 3.3: Grade 1, Assessment Book pp. 109–113 (Rubric for Assessment)
  + Criterion 3.5: Grade 3, Assessment Book p. 131 (Formative Assessment)

#### 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 7, TE Vol 1 p. 40B (Math Language Development)
  + Criterion 4.2: Grade 4, TE Vol. 1 p. 70C (Warm Up)
  + Criterion 4.3: Grade 3, TE Vol 2 pp. 375–376 (Differentiation Teacher Moves)
  + Criterion 4.4: Grade 2, TE Vol 2 p. 647I (Meaningful Language Interactions)
  + Criterion 4.6: Grade K, Centers Resources p. 37 (Stage 3)

#### 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 4, TE Vol. 1 pp. xiv–xix (Keeping Big Ideas at the Center)
  + Criterion 5.3: Grade K, TE Vol. 1 p. 151H (Materials and Prep)
  + Criterion 5.6: Grade 8, TE Vol. 2 p. 649I (Virtual Activities)
  + Criterion 5.8: Grade 3, TE Vol. 1 p. 129B (Sample Responses)
  + Criterion 5.10: Grade 6, TE Vol. 2 p. 633 (Connections and Coherence)

#### Edits and Corrections:

None.

#### Social Content Citations

None.

### Barobo, Inc., RoboBlocky Math, Grades K–8

#### Program Summary:

The *RoboBlocky Math* K–8 program includes the following: Teacher Edition (TE); Student Edition (SE); RoboBlocky Website; RoboBlocky Math: Kindergarten Workbook; RoboBlocky Math: Grade 1 Workbook; RoboBlocky Math: Grade 2 Workbook; RoboBlocky Math: Grade 3 Workbook; RoboBlocky Math: Grade 4 Workbook; RoboBlocky Math: Grade 5 Workbook; RoboBlocky Math: Grade 6 Workbook; RoboBlocky Math: Grade 7 Workbook; RoboBlocky Math: Grade 8 Workbook.

#### Recommendation:

*RoboBlocky Math* is recommended for adoption for kindergarten through grade eight 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: TE: (K.OA.2) 5.4.8, The Early Bird Gets the Worm (<https://review.roboblocky.com/curriculum/math/kindergarten/207.php>)
  + Grade 1: TE: (1.OA.6) 3.4.4, Use Doubles to Add Animals (<https://review.roboblocky.com/curriculum/math/mathematics1/142.php>)
  + Grade 2: TE: (2.NBT.7) 6.2.2, Addition by Breaking Addends into Hundreds, Tens, and Ones (<https://review.roboblocky.com/curriculum/math/mathematics2/276.php>)
  + Grade 3: TE: (SMP.4) 4.5.7, Multiplication by 10 on a Number Line (<https://review.roboblocky.com/curriculum/math/mathematics3/217.php>)
  + Grade 4: TE: (4.NBT.5) 3.6.1, Multi-Step 2-Digit Multiplication (<https://review.roboblocky.com/curriculum/math/mathematics4/153.php>)
  + Grade 5: TE: (5.NBT.7) 4.2.2, Multiply Decimals by Whole Numbers with Grid (<https://review.roboblocky.com/curriculum/math/mathematics5/193.php>)
  + Grade 6: TE: (6.RP.2) 8.4.1, Big Idea Project: Cooking for Friends (Part D: Nutrition Facts) (<https://review.roboblocky.com/curriculum/math/mathematics6/274.php>)
  + Grade 7: TE: (7.RP.2b) 6.9.1, Represent Proportional Relationships with Equations (<https://review.roboblocky.com/curriculum/math/mathematics7/185.php>)
  + Grade 8: TE: (8.EE.6) 5.4.1, Calculate Slope Using Two Points and the Slope Block (<https://review.roboblocky.com/curriculum/math/mathematics8/151.php>)
  + Criterion 1.2: Grade 1: Big Ideas: 11.7.1, Big Idea Task: Animals in the Wild: Part A: Categorize Data (<https://review.roboblocky.com/curriculum/math/mathematics1/503.php>)
  + Criterion 1.3: Grade 2: 8.4.2, Add and Subtract in Inches (<https://review.roboblocky.com/curriculum/math/mathematics2/396.php>)
  + Criterion 1.4: Grade 6: Section 16.9: Big Idea Project (EEI), Air Quality (<https://review.roboblocky.com/curriculum/math/mathematics6/#section16.9>)

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.1: Kindergarten: Curriculum Overview (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:23>)
  + Criterion 2.1: Grade 7: 5.7.1, Section Lesson Plan: Big Idea Project, RoboExpress (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:13&section=5.7>)
  + Criterion 2.3: Kindergarten: Chapter 12, Lesson 6: Big Idea Task (EEI), Exploring Nature (<https://review.roboblocky.com/curriculum/math/kindergarten/#section12.6>)
  + Criterion 2.5: Grade 2: Chapter 6, 3-Digit Addition and Subtraction, Chapter Guide (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:21&chapter=6>)

#### 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: Grades 3–12: Instructor’s Guide, RoboBlocky Instructional Model (<https://review.roboblocky.com/u/11798.php>)
  + Criterion 3.2: Grade 4: Curriculum Overview (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:2>)
  + Criterion 3.5: Grade 3: Chapter 3, Applied Math Test (<https://review.roboblocky.com/u/6046.php>)
  + Criterion 3.6: Kindergarten–Grade 2: Instructors Guide, Review and Practice for K–2 (<https://review.roboblocky.com/u/11646.php>)

#### 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: Kindergarten: Differentiation at the Chapter Level in the Chapter Guide for Chapter 1, Represent, Count, Order, and Write Numbers 0 to 5 (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:23&chapter=1>)
  + Criterion 4.2: Grade 8: Chapter Guide for Chapter 10, Functions (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:14&chapter=10>)
  + Criterion 4.5: Grade 6: Differentiation at the Chapter Level in the Chapter Guide for Chapter 8, Percents (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:17&chapter=8>)
  + Criterion 4.7: Grade 3: Lesson 3.1.1, Count Equal Groups (<https://review.roboblocky.com/curriculum/math/mathematics3/138.php>)

#### 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 1: Curriculum Overview (<https://review.roboblocky.com/lessonPlanPDF.php?curriculum=M:22>)
  + Criterion 5.3: Grade 3: Chapter Guide for Chapter 6, Understand Division (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:19&chapter=6>)
  + Criterion 5.6: Grade 5: Section 6.8, Music Applications (<https://review.roboblocky.com/curriculum/math/mathematics5/#section6.8>)
  + Criterion 5.8: Grade 6:Lesson 13.6.2, Big Idea Project: Design a Cereal Box (Part B: Cereal Art), Shared Files for Instructor icon (<https://review.roboblocky.com/curriculum/math/mathematics6/423.php>)
  + Criterion 5.10: Grade 8: Chapter Guide for Chapter 7, Mathematical Modeling for Motion of One Object (<https://review.roboblocky.com/lessonPlan.php?curriculum=M:14&chapter=7>)

#### 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 | K | TE/SE | 8.1.8 | “Move the Player to the blue line to score a touchdown” | In order to score a touchdown, how far does the runner need to go? | Clarity |
| 2 | K | TE/SE | 5.6.7 | “Change the code to move the elevator from the lobby to pick up Stacy and then drop her off” with Stacy next to the number 4. | Identify where Stacy is supposed to be dropped off. | Clarity |
| 3 | K | TE/SE | 5.6.2 | “There are 3 orange fish and 3 yellow fish,” but the solution only works with 3 + 2 = 5. | The solution needs to allow for an answer that reflects the question. | Accuracy |
| 4 | 1 | TE/SE | 9.3.4 | “What are the two numbers the length of the banana is in between?” | Incorrect answers prompt the cue, “measure the length of the banana which is 10 cubes long.” | Clarity and Accuracy |
| 5 | 1 | TE/SE | 6.8.2, 6.8.3, 6.9, 6.1 | “How many ones are there in 107?”  Question should lead to how many ones in the ones place are there? | "How many ones are in the one’s place in 107?” | Accuracy |
| 6 | 2 | TE/SE | 5.3.2 | “Now, represent the 17 tens as hundred and tens.” | “Now represent the 17 tens as hundreds.” | Clarity |
| 7 | 2 | TE/SE | 4.9.1 | “21 − 8 = 12” | 21 − 8 = 13 | Accuracy |
| 8 | 2 | TE/SE | 4.7.2 | “86 − 68,” then steps: “2 + 16= 70.” In the next step, 2 + 16 = 18. | 2 + 16 = 18 | Consistency |
| 9 | 2 | TE/SE | 4.7.3 | “95 − 79” | Change the question/prompt to reference the shown equation or missing value. | Accuracy |
| 10 | 2 | TE/SE | 9.2.5 | The napkin is above the 0 mark | Indicate 13 cm, 5mm to align image to measurement/ruler and ensure correct answer is available. | Accuracy |
| 11 | 2 | TE/SE | 9.5.3 | The table starts not on the 0 mark. | Align image to measurement/ruler | Accuracy |
| 12 | 2 | TE/SE | 9.7.3 | The images do not match the measurements accepted as correct. | The questions should say “About how long/many…” | Clarity |
| 13 | 2 | TE/SE | 9.3.4 | "How tall is the...” | “About how tall is the...” | Accuracy |
| 14 | 2 | TE/SE | 8.6.5 | “Does each sentence describes the length of the gift box?” | “Does each sentence describe the length of the gift box?” | Grammar |
| 15 | 2 | TE/SE | 9.6.3 | “Does each sentence describes the length of the bookshelf?” | “Does each sentence describe the length of the bookshelf?” | Grammar |
| 16 | 2 | TE/SE | 9.4.3 | The problem asks how many paper clips were removed (inaccurate solution), then asks if [blank] paperclips were removed | This number doesn’t match the number of paper clips removed but the length in cm of paper clips removed. | Incorrect |
| 17 | 2 | TE/SE | 7.7.6 | “The banana costs 60¢, or 0.60. Yougivethecashier1.94. How much change will you get back? The dollar sign needs to be inserted before 0.60 and before 1.94. | Insert the “$” before 0.60 and before 1.94.  The text “Yougivethecashier” needs to be appropriately spaced. | Accuracy and Accessibility |
| 18 | 2 | TE/SE | 7.8.3 | “How much does the shoes cost?” | “How much do the shoes cost?” | Grammar |
| 19 | 2 | TE/SE | 7.10.4 | The program allows a person to over pay but only on the last option marks everything wrong because the student didn’t pay with the exact amount. | No prompt before the question is posed to specify the amount of money with which you pay is exactly the cost of the cookie. | Clarity |
| 20 | 2 | TE/SE | 12.2.3 | “1 circular faces” | 1 circular face | Grammar |
| 21 | 2 | TE/SE | 13.3.4 | coordinate points in quadrilaterals clockwise or counter clockwise order | Include a prompt notifying students to click on the grid in a clockwise/counterclockwise direction to form the quadrilateral | Clarity |
| 22 | 2 | TE/SE | 6.2.5 | The context of the problem leads to only 1 solution (5 × 7 = 35) | Allow 7×5 = 35 | Accuracy |
| 23 | 3 | TE/SE | 2.6.2 | “A student asks her classmates to vote on what pizza flavor hey like best.” | …they like best. | Grammar |
| 24 | 3 | TE/SE | 2.6.5 | “16 students have a height of 48 inches, and 10 students have a height of 51 inches. How many more students have dark brown hair than blonde hair?” | “How many more students have dark brown hair than blonde hair?” | Clarity |
| 25 | 3 | TE/SE | 1.14.2 | “You have $41. The toy costs $37. How much money would you have left after buying the toy?” | Answer should be in money form, not number form. | Accuracy |
| 26 | 3 | TE/SE | 1.11.2 | Answer choices should be in units specified in problem | Use units of “ft” in answer. | Clarity |
| 27 | 3 | TE/SE | 1.11.3 | Answer choices should be in units specified in problem-in. | Use units of “in” in answer | Clarity |
| 28 | 3 | TE/SE | 2.5.3 | “Observe the bird and record the distance it flys.” | “flies” | Grammar |
| 29 | 3 | TE/SE | 5.1.3 | The question asks for the pattern in the top row and bottom row. | Answer choices need to provide operation along with the number (e.g., +1 to indicate adding 1, subtracting 1, multiplying 1, or dividing 1). | Clarity |
| 30 | 3 | TE/SE | 5.1.3 | “When the ant moves 3 centimeters, how far did the bee move?” | “When the ant moves 3 centimeters, how many centimeters did the bee move?”  Add units to answer choices. | Clarity |
| 31 | 3 | TE/SE | 9.6.2 | The last question asks for comparison between 3/4 and 6/8. Images don’t allow for 3/4=6/8 | The image should include length taken up by equal parts (so the space taken up by 4 candies is the same space taken up by 8 candies). | Accuracy |
| 32 | 3 | TE/SE | 9.6.5 | Code measurement is in inches | Code measurement needs to be in feet. | Accuracy |
| 33 | 3 | TE/SE | 12.3.2 | Start with the lower left square to count | Add directions for students to start at the bottom of each column to prevent error messages. | Clarity |
| 34 | 3 | TE/SE | 12.3.3 | The pop up with possible answers says square units. | Add correct units for the problem. | Clarity |
| 35 | 3 | TE/SE | 6.9.3 | “driveDistance” | drive distance | Grammar |
| 36 | 3 | TE/SE | 7.3.2, 7.3.3 | Both options can be used to divide | Add or create numbers expressions/sentences that do not work as correct answers | Clarity |
| 37 | 3 | TE/SE | 3.5.2 | “driveDistance” | drive distance | Grammar |
| 38 | 3 | TE/SE | 5.6.2 | Solutions without units | Add dollar signs to reflect questions and context | Accuracy |
| 39 | 3 | TE/SE | 5.2.3 | “ladybug wait” | ladybug waits | Grammar |
| 40 | 3 | TE/SE | 6.9.2 | “An array of pears are shown” | An array of pears is shown | Grammar |
| 41 | 3 | TE/SE | 3.8.2 | “How many cookies will you have when you multiply 14 × 0.” | Picture does not match the question | Accuracy and Clarity |
| 42 | 3 | TE/SE | 5.3.4 | cm/m  “sum” | Make units correct and consistent  “product” | Accuracy |
| 43 | 3 | TE/SE | 6.10.3 | “Angela has 6 candies. If she shares them with 0 friends, how many does she give to each friend?” | Change something, as coded acceptable answer is “not possible,” and context leads to an answer of “0” | Clarity and Consistency |
| 44 | 3 | TE/SE | 6.7.3 | Units in cm | Ensure answer choices are in cm | Clarity |
| 45 | 3 | TE/SE | 5.5.2 | “How many tens are in 360, How many ones are there in 360?” | “What is the value of the 6 in 360?”or “How many tens are in the tens place?” | Clarity |
| 46 | 3 | TE/SE | 5.5.3 | “laps” | Answers should have units in “laps” | Clarity |
| 47 | 3 | TE/SE | 5.5.4 | Context units | Provide answers in units to match context units | Clarity |
| 48 | 3 | TE/SE | 7.13.2 | For 5 × 4 + 2, the robot goes beyond 24 and was marked wrong. | Correct issue, as 5 × 4 +2 should take the robot to the mark of 22. | Accuracy |
| 49 | 3 | TE/SE | 7.13.4 | Problem: top number sentence | Match problem top number sentence to top answer sentence | Clarity |
| 50 | 3 | TE/SE | 7.14.2 | No units in answers | Add “$” as units in answers | Accuracy |
| 51 | 3 | TE/SE | 7.14.5 | “book”  Description: “26” | books  Solution: “16” | Grammar and Clarity |
| 52 | 3 | TE/SE | 1.3.3, 1.7.4, 11.3.4, 12.4.4, 12.4.5, 12.5.2, 12.5.3, 4.16.4, 12.6.2, 12.6.3, 12.6.4, 12.9.2, 12.10.2, 12.10.4, 12.1.2, 12.1.3, 12.1.4, 12.1.5, 12.1.6, 12.2.2, 12.2.3, 12.2.4 | Answers without measurement units | Add units | Accuracy |
| 53 | 3 | TE/SE | 1.7.2,  12.4.5  12.10.2 | Units | Add units (“$”) where necessary | Accuracy |
| 54 | 3 | TE/SE | 1.9.3 | Partially visible | Fix | Clarity |
| 55 | 3 | TE/SE | 8.3.2 | Units are in fractions | Add “1” or “a” | Accuracy |
| 56 | 3 | TE/SE | 9.1.4 | The problem refers to a red dot and a green dot. | Add dots | Clarity |
| 57 | 3 | TE/SE | 11.3.3 | The pitcher is measured in Liters. | Coding should be measured in Liters. | Accuracy and Consistency |
| 58 | 3 | TE/SE | 7.6.4 | Partially visible | Fix | Clarity |
| 59 | 4 | TE/SE | 3.3.3, 6.1.3, 6.1.4, 1.6.2, 2.1.3, 2.10.3, 2.12.2, 3.8.4, 3.6.2, 4.11.3, 2.3.4, 1.3.3, 2.9.4, 6.3.5, 10.3.2 | No units and measurements | Add units and measurements | Accuracy |
| 60 | 4 | TE/SE | 2.6.3 | “What is the value of the number in the hundreds place?” | Add 700 as an acceptable answer (currently only 7 works) | Accuracy |
| 61 | 4 | TE/SE | 2.6.4 | “What is the value of the number in the [blank] place?” | Change place values | Accuracy |
| 62 | 4 | TE/SE | 2.10.2, 2.11.2 | The problem is 99 × 9. “How many ones can 81 ones be regrouped into?” | How many ones are left over after regrouping the 8 tens? (The expected answer is 1.) | Clarity |
| 63 | 4 | TE/SE | 3.8.2 | “scoops” | Use “gallons” | Grammar |
| 64 | 4 | TE/SE | 1.2.4 | The problem asks for the value of the number in the thousands, hundreds, tens, and ones. | Make acceptable answers place values, not single digits. | Accuracy |
| 65 | 4 | TE/SE | 2.9.3 | “How much dimes does Gary have?” | “How many dimes does Gary have?” | Grammar |
| 66 | 4 | TE/SE | 7.6.4 | Not visible | Fix | Clarity |
| 67 | 4 | TE/SE | 8.7.2, 8.7.4, 8.8.2 | “integer” | whole number | Accuracy |
| 68 | 4 | TE/SE | 8.7.3 | “integer”  “simplified fraction” | whole number  Change to grade-level appropriate term. | Accuracy |
| 69 | 4 | TE/SE | 3.11.4 | “sale amount” | discount | Accuracy |
| 70 | 5 | TE/SE | 6.3.5 | Hint says “Round the distance in each direction and add those estimations up to get the estimated distance that the dog needs to travel to get home.” | “…add those estimations up to get the estimated distance that Annie needs to travel to get the dog home” | Clarity |
| 71 | 5 | TE/SE | 3.23, 3.24 | Smaller values appear larger than the larger values | Change | Accuracy |
| 72 | 5 | TE/SE | 12.4.2 | “The volume of hay 1 bale…”  Image | “The volume of 1 hay bale...”  Match image with numbers | Accuracy |
| 73 | 5 | TE/SE | 10.4.2 | 11 × 15 = 165 pints. The question is in quarts. | Match image with units. | Accuracy |
| 74 | 5 | TE/SE | 11.5.2 | Definition of a square | Clarify definition | Clarity |
| 75 | K–8 | TE/SE | All | Students are asked to program the robot to move to a digit based on place value | Place value should be labeled | Accuracy |
| 76 | K–8 | TE/SE | All | “drive blocks” | Identify each drive block with minimal distraction | Clarity |
| 77 | 5 | TE/SE | 1.11.2 | “What the dragon fly did... subtract” | “What the dragon fly did... subtracted” | Grammar |
| 78 | 5 | TE/SE | 1.14.2 | “exponent” is hidden by “base number” | Fix | Clarity |
| 79 | 5 | TE/SE | 1.10.4 | Incorrect solutions | 24 × 5 = 120 or 5 × 24 = 120 | Accuracy |
| 80 | 5 | TE/SE | 2.5.2 | “round 702 and 27 to numbers” but says 600 and 30 are wrong and lead to time out. | Fix | Accuracy |
| 81 | 5 | TE/SE | 4.7.3 | “Program to robot” | “Program the robot” | Grammar |
| 82 | 5 | TE/SE | 5.2.2 | “How many tens are left?” | How many tenths are left? | Grammar |
| 83 | 5 | TE/SE | 6.13.4 | 4 1/5 Segments show the area split into 1/5 | Image should match segments. | Clarity |
| 84 | 5 | TE/SE | 6.16.2 | “Calculate the distance Kyle bikes to the hospital.” | Clarify, as reference to hospital unclear | Clarity |
| 85 | 5 | TE/SE | 7.4.2 | “Each of the original 2 equal parts have been further split into 3 equal parts. How many of the 3 equal parts in each 2 equal parts should be shaded to represent the second fraction?” | Revise for clarity | Clarity |
| 86 | 5 | TE/SE | 7.4.5 | “One blue car moves 5/10 and another blue car move 3/5. A red car moves the product of the two blue cars. How far does the red car move?”  In the Image: 1/7 × 4/5 which ends up being the fraction the problem uses to calculate the answer. | 5/10 × 3/5  The two fraction pairs need to be the same. | Accuracy |
| 87 | 6 | TE/SE | 13.4.4 | “How much would it does it cost….” | “How much does it cost… | Grammar |
| 88 | 6 | TE/SE | 1.1.4 | Sheep appears aligned with − 10 | Align sheep with − 8 | Clarity |
| 89 | 7 | TE/SE | 5.6.5 | The term “mixed fraction” is used instead of “mixed number.” | Change “mixed fraction” to “mixed number.” | Accuracy |
| 90 | 7 | TE/SE | 7.7.5, and throughout | “3000000” | 3,000,000  Add commas to indicate place value for numbers with four or more digits. | Accuracy |
| 91 | 8 | TE/SE | 12.3.4 | The word “the” is used instead of “they.” | Change “the” to “they.” | Spelling |
| 92 | 8 | TE/SE | 3.3.2 | In the last answer possible says = 8.639 × 107 and it is covered by “000000000001” | Remove “000000000001” | Clarity |
| 93 | K | TE/SE | 3.1 | In the warm-up, “titles” is used instead of “tiles.” | Change “tiles” to “titles.” | Grammar |
| 94 | K | TE/SE | 3.3 | “Then, have students verbally provide word problems of your own Model solving…” | “Then, have students verbally provide word problems of your own. Model solving…” | Grammar |
| 95 | K | TE/SE | Chapter 6 Overview | “In this chapter, students will pivot from their knowledge of addition and begin learning about addition.” | Change to “In this chapter, students will pivot from their knowledge of addition and begin learning about subtraction.” | Accuracy |
| 96 | K | TE/SE | 6.4.6 Activity | The included question reads, How many sheep run away?” They technically all run away. | Change to “How many sheep run over the hill?” | Accuracy |
| 97 | K | TE/SE | 6.8.1 Activity | Robot covers the number line, making it difficult to see details in the number line. | Move Robot to a spot where Robot does not block the number line. | Readability |
| 98 | K | TE/SE | 10.5 Warm-Up | A sphere is listed as a 2D shape. | List the sphere as a 3D shape. | Accuracy |
| 99 | K | TE/SE | 10.7 Warm-Up | “Which is besides Jeff?” | Change “besides” to “beside.” | Grammar |
| 100 | K | TE/SE | 11.5 Section 11.5 | In the section titled Length, Height, and Weight, example 1 references paper towels, but the picture is of two tissue boxes. | Change the image to reflect paper towels. | Accuracy |
| 101 | 1 | TE/SE | 4.5 Warm-Up | Part of the sentence is missing: “Then, I gave away [blank] of the.” | Add the missing language to complete the sentence. | Grammar |
| 102 | 1 | TE/SE | 7.1 Warm-Up | “To do deeper, model the number of the board using manipulatives too, then compare the quantities of the various place value cubes with the students’.” | Change “do deeper” to “go deeper.” | Spelling |
| 103 | 1 | TE/SE | 11.7.3 | In the Big Idea Task, “seagull’s diet” is used instead of “owl’s diet.” | Change “owl’s diet” to “seagull’s diet.” | Accuracy |
| 104 | 1 | TE/SE | 9.1 | “…then have student practice organizing objects.” | Change to “…then have students practice organizing objects.” | Grammar |
| 105 | 2 | TE/SE | 4.3 | “How you you tell what the answer is using the number line?” | Change to “How do you tell…” | Grammar |
| 106 | 2 | TE/SE | 4.4 Warm-Up | There is a missing period between sentences: “Can you break apart numbers in more than 1 way can you show how in more than 1 way?” | Replace with “Can you break apart numbers in more than 1 way? Can you show how in more than 1 way?” | Grammar |
| 107 | 2 | TE/SE | 4.8.8 Activity | When reviewers input the correct answer online, it comes up as a wrong answer. | Verify that the correct answers are recognized as correct answers. | Accuracy |
| 108 | 2 | TE/SE | 6.6 Warm-Up | “Why might estimation be helpful when adding 30digit numbers?” | Change “30digit” to “3-digit.” | Accuracy |
| 109 | 2 | TE/SE | 11.5 Warm-Up | “Take a pole of your class to generate information on their favorite sport, food, or movie.” | Change “pole” to “poll.” | Spelling |
| 110 | 2 | TE/SE | Ch. 12 Definition | The definition of “vertex” is incorrect: “A corner of a shape where 3 or more faces meet.” | Ensure vocabulary definitions are accurate and complete throughout. | Accuracy |
| 111 | 3 | TE/SE | 2.4 Warm-Up | “What is you were tracking cake sales...” | Change to “What if you were tracking cake sales...” | Spelling |
| 112 | 3 | TE/SE | 2.8.2 Activity | The online pop-up window doesn’t show entire answers. | Include complete answers in the pop-up window. | Accuracy |
| 113 | 3 | TE/SE | 2.6 Warm-Up | “Trade last sections graphs with another student.” | Change “sections” to “section’s.” | Grammar |
| 114 | 3 | TE/SE | 2.9 Warm-Up | “How can I used robots to represent data and information?” | Change to “How can I use robots to represent data and information? | Grammar |
| 115 | 3 | TE/SE | 5.2 Warm-Up | “When find a missing number in an addition problem…” | Change to “When finding a missing number in an addition problem…” | Grammar |
| 116 | 3 | TE/SE | 7.3 Warm-Up | “Could up to 50 by 5’s.” | Change “Could” to “Count.” | Spelling |
| 117 | 3 | TE/SE | 7.16 Warm-Up | Part of the sentence is missing: “For example, starting at the school, stop every 4 inches until you reach the [blank].” | Add the missing language to complete the sentence. | Grammar |
| 118 | 3 | TE/SE | 8.5 Warm-Up | “What does in the middle?” | Change to “What goes in the middle?” | Grammar |
| 119 | 3 | TE/SE | 8.8 Warm-Up | “She gives you some 4 pieces of candy out of the 24 total pieces of candy.” | Change to “She gives you 4 pieces of candy…” | Grammar |
| 120 | 3 | TE/SE | 10.1 Warm-Up | “Have students label each of them 1/4th, 2/4th, 3/4, and 4/4.” | Remove the “th” to make the fraction the numerical representation. | Grammar |
| 121 | 3 | TE/SE | 13.4 Warm-Up | “Are there any words that sounds similar to these words?” | Change “sounds” to “sound.” | Grammar |
| 122 | 3 | TE/SE | Chapter 11 | The warm-ups for chapter 11 are mislabeled and may be off topic. The topic is Length, Liquid, Volume, and Mass. Warm-ups should be labeled 11 and be correlated to the correct topic and grade. Current text:  Section 2.2 warm-up: What is the difference between an equation and an expression? Write down an example of each and explain how you can tell them apart.  Section 2.3 warm-up: When you think of the word "balance," what comes to mind? How might the idea of balance connect to solving equations?  Section 2.4 warm-up: Think about calculating y = 2x from x = 1 to 10. How would you do this? Do you notice any patterns? Are any parts of the calculation process repetitive? | Verify that warm-ups are labeled correctly and match the content addressed in each section in this chapter. | Accuracy |
| 122 | 3 | TE/SE | Chapter 11 | (continued)  Section 2.5 warm-up: Think again about calculating y = 2x from x = 1 to x = 10. How do you know when to stop creating a table of values? If you were creating this table using a repeat loop, how would the code know when to stop?  Section 2.6 warm-up: When you hear the words “total,” “sum,” “difference,” or “product,” what mathematical operations do they remind you of? How might these words help you write an equation? | Verify that warm-ups are labeled correctly and match the content addressed in each section in this chapter. | Accuracy |
| 123 | 4 | TE/SE | 1.3 Warm-Up | The word “nice” is used instead of “dice.” | Change “dice” to “nice.” | Spelling |
| 124 | 4 | TE/SE | 2.3 Warm-Up | Two commas appear in the text. | Delete one of the commas. | Grammar |
| 125 | 4 | TE/SE | 2.10 Warm-Up | “Can you break apart a 2 digit number to help multiple?” | Change “multiple” to “multiply.” | Spelling |
| 126 | 4 | TE/SE | 4.1 Warm-Up | “I am thinking about order 13 pizzas for the class.” Should be “ordering”. | Change “order” to “ordering.” | Grammar |
| 127 | 4 | TE/SE | 5.5.2 | What are the factors of 42? Reviewers entered 6, 7 and it said error. | Add directions to clarify what format is acceptable. | Accuracy |
| 128 | 4 | TE/SE | 6.3 Warm Up | Part of the sentence is missing: “Ask students …” | Add the missing language to complete the sentence. | Grammar |
| 129 | 4 | TE/SE | 8.5, 9.1 Warm-Up | “...1/5th + 1/5th…” | Remove the “th” to make the fraction the numerical representation. | Grammar |
| 130 | 4 | TE/SE | 10.7 Warm-Up | “Then, tell true students to leave the room for a moment…” | Change “true” to “two.” | Spelling |
| 131 | 4 | TE/SE | 13.8 Big Idea Task | Part of the sentence is missing: “To perform this task, you will [blank]” | Add the missing language to complete the sentence. | Grammar |
| 132 | 4 | TE/SE | 14.4 Warm-Up | “Then, add a trist, such as, ‘If the school bus moves at 30 miles each hour, how many miles did the school bus drive?’” | Change “trist” to “twist.” | Spelling |
| 133 | 5 | TE/SE | Ch. 8 | Chapter 8 has Chapter 7 warm-ups listed. | Verify that warm-ups match the appropriate chapter and are labeled correctly. | Accuracy |
| 134 | 5 | TE/SE | Ch. 10 | “Volume” is defined as the amount of space taken up by a 3D shape. | Replace it with a more accurate definition. | Accuracy |
| 135 | 6 | TE/SE | 1.5 Warm-Up | Missing a question mark. | Add a question mark. | Accuracy |
| 136 | 6 | TE/SE | Ch. 3 | Whole numbers are defined as the counting numbers 0, 1, 2, 3, 4, …. | Replace it with a more accurate definition. | Accuracy |
| 137 | 6 | TE/SE | 4.1 Warm-Up | Missing a question mark. | Add a question mark. | Accuracy |
| 138 | 6 | TE/SE | 16.4 Warm-Up | Possible answers: “How many hours I am awak”  “How many steps I take” | Change to “awake.” (with a period)  Change to “take.” (with a period) | Grammar |
| 139 | 7 | TE/SE | 10.10 Warm-Up | Two warm-up activities are labeled 10.10. | Change the label of the second 10.10 warm-up to “10.11”. | Accuracy |
| 140 | 7 | TE/SE | 12.4 Warm-Up | Two warm-up activities are labeled 12.4 | Change the label of the first 12.4 warm-up to “12.3”. | Accuracy |

#### Social Content Citations

| **#** | **Grade Level** | **Component** | **Page number or URL** | **Standard(s) Cited from the Social Content Citation Review List / Reason for edit** |
| --- | --- | --- | --- | --- |
| 1 | 5 | TE/SE | 12.4.3 | L .1. / Image of Haagen Dazs brand ice cream. |
| 2 | 5 | TE/SE | 12.2.4 | L.1. / Puzzle labeled as Rubik’s Cube |
| 3 | 8 | TE/SE | 7.4.3 | L.1. / Image of Coca-Cola product. |
| 4 | 8 | TE/SE | 14.5.3 | L.1. / Image of Coca-Cola product. |
| 5 | 8 | TE/SE Table of Contents | 14.5.5 | L.1. / Image of Coca-Cola product. |
| 6 | 2 | TE/SE | 11.5 | Accessibility matter: Flickers of lights result when students are prompted to click on the screen to add an object, which may be an issue for students who have a tolerance issue for flashes of light-migraines. |
| 7 | 4 | TE/SE | 5.3 | In the warm-up, students are prompted to play “the composite number dating game” to find similarities between numbers. Use an alternative to the term “dating game” that is more appropriate for Grade 4 students. |
| 8 | 2 | TE/SE | 1.8.4 | Replace the image of the mermaid with an image that is more appropriate for Grade 4 students. |

### Big Ideas Learning, LLC., California Math & YOU, Grades K–5

#### Program Summary:

The *California Math & YOU* K–5 program includes the following: Student Edition (SE), Teaching Edition (TE), Digital Experience (DE), and Practice Workbook (PW).

#### Recommendation:

*California Math & You* is recommended for adoption for kindergarten through grade five 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) SE pp. 9–14
  + Grade 1: (1.NBT.3) SE pp. 343–378
  + Grade 2: (2.MD.8) SE pp. 559–564
  + Grade 3: (3.G.2) SE pp. 353–358
  + Grade 4: (4.NF.3b) SE pp. 349–354
  + Grade 5: (5.OA.1) SE pp. 53–58
  + Criterion 1.2: Grade 3: DE Teacher References, CA Math & YOU Big Idea Progressions (<https://myadamath.com/curriculum/plan?courseGUID=9b5cf77e-c495-4359-8e30-7eda9fd6e832&classGUID=a45c6e4c-0018-11f0-9902-12c2ad3bd0a9&dashboard=0>)
  + Criterion 1.3: Grade 1: TE pp. 63E, 125E
  + Criterion 1.4: Grade 4: TE: p. 120

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.7: Grade 1: SE pp. vi–xv, After pp. 2, 3, 13, 21, 29
  + Criterion 2.7: Grade 5: SE pp. vi–xvii, After p. 2, 3, 4
  + Criterion 2.8: Grade 2: TE pp. x–xix, 209A–209D
  + Criterion 2.8: Grade 4: TE pp. 1A–1B

#### 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 K: Alternative Assessment TE p. 206A
  + Criterion 3.2: Grade 3: TE p. 352A
  + Criterion 3.3: Grade 1: SE/TE pp. 385, 511
  + Criterion 3.3: Grade 4: DE Big Idea Tasks Chapter 1 (<https://myadamath.com/curriculum/plan?courseGUID=29374b0e-90da-4c77-9dfc-cbebe6dc0630&classGUID=df825d29-0018-11f0-9902-12c2ad3bd0a9&dashboard=0>)

#### 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 1: TE pp. 397, 453
  + Criterion 4.2: Grade 3: TE pp. 462, 530
  + Criterion 4.4: Grade 2: TE pp. 613, 616A
  + Criterion 4.4: Grade 5: DE Multi-language Glossary (<https://static.bigideasmath.com/protected/content/mlg/k8/k8.php?grade=5>)

#### 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: DE Supporting the Mathematical Practices: Course Overview Grades K–2 (<https://myadamath.com/curriculum/plan?courseGUID=f500b839-a13b-4113-a5a6-fb57d6c23217&classGUID=26f71a5e-0018-11f0-9902-12c2ad3bd0a9&dashboard=0>)
  + Criterion 5.4: Grade 2: TE pp. 39B, 209B
  + Criterion 5.6: Grade 3: TE pp. 351B, 433B
  + Criterion 5.7: Grade K: SE pp. 569–570, 669–670

#### 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 | Chapter 1 performance task | p. 45 No. 3 | The sound of normal breathing is about 10 decibels. The sound of the train horn is ten times as loud as normal breathing. How loud is the train horn? Explain.  Image for correction on p. 45 in chapter 1 performance task. | Change context so this problem is not asking about decibels. | Decibels are a logarithmic scale, not linear. Incorrect |
| 2 | 3 | Word problem | p. 116 No. 18 | “There are 7 letters used to name *natural* notes. The first group of natural notes is from C1 to B1. How many different notes are there from C1 to B5?  Image for correction of a word problem on p. 116. | Remove problem or provide additional context/information needed to solve the problem. | Concern for not enough musical knowledge to answer the question. |
| 3 | 4 | In practice problems | p. 329 No. 8 and No. 9 | Image for correction on p. 329 in the practice problems. | Make each shape the same whole – make the shapes into congruent circles. | The shapes are different, so the students are being explicitly asked to compare fractions of different ‘wholes’ which is potentially confusing to learners. |

#### Social Content Citations

None.

### Big Ideas Learning, LLC., California Math & YOU, Grades 6–8

#### Program Summary:

The *California Math & YOU* 6–8 program includes the following: Student Edition (SE), Teaching Edition (TE), Digital Experience (DE).

#### Recommendation:

*California Math & YOU* is recommended for adoption for 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: (6.RP.1) TE Chapter 3 Lesson 1 pp. 120–126
  + Criterion 1.1: Grade 7: s(7.RP.1) TE: Chapter 5 Lesson 1 pp. 177–182
  + Criterion 1.1: Grade 8: (8.EE.1) TE: Chapter 1 Lesson 1 pp. 3–8
  + Criterion 1.2: Grade 7: TE Chapter 1 Engaging Applications Career Themes pp. 0, 44
  + Criterion 1.3: Grade 6: SE Chapter 3 Chapter Practice p. 165
  + Criterion 1.4: Grade 8: TE and SE Chapter 1 Example 5: Connecting to Data p. 18

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.4: Grade 7: DE Chapter 3.4 Support for All Learners Tier 1, Tier 2, Tier 3 <https://myadamath.com/curriculum/plan?courseGUID=ed102ace-b399-4ad9-bb52-c15080861e19&classGUID=d42fabe8-0019-11f0-9902-12c2ad3bd0a9&dashboard=0>
  + Criterion 2.5: Grade 7: TE Differentiating Instruction p. 53
  + Criterion 2.6: Grade 6: TE Standards for Content and Mathematical Practice p. 0C
  + Criterion 2.7: Grade 6: SE Engaging with the Big Ideas of Math pp. vi–vii, and California Common Core State Standards: Mathematics Correlated to Grade 6 pp. viii–xvii

#### 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 8: TE Chapter 10 Nick’s Notes: Formative Assessment Tip p. 447
  + Criterion 3.1: Grade 8: TE and SE Chapter 10 Performance Task pp. 456–457
  + Criterion 3.2: Grade 6: SE Chapter 3 Performance Task pp. 170–171
  + Criterion 3.5: Grade 7: TE and DE Pre/During Post Assessments Pre-Course Test p. 45 <https://myadamath.com/curriculum/plan?courseGUID=ed102ace-b399-4ad9-bb52-c15080861e19&classGUID=d42fabe8-0019-11f0-9902-12c2ad3bd0a9&dashboard=0>

#### 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: TE and DE Chapter 1 English Learner Support pp. 3, 6A, 12A <https://myadamath.com/curriculum/plan?courseGUID=24646ba7-5b6a-46a0-be7b-103cd65f0c92&classGUID=a4e5c893-0019-11f0-9902-12c2ad3bd0a9&dashboard=0>
  + Criterion 4.4: Grade 7: TE Chapter 2 California English Language Development Standards p. 47A
  + Criterion 4.5: Grade 8: TE Chapter 3 English Learner Support p. 122
  + Criterion 4.6: Grade 6: SE Chapter 2 Dig Deeper p. 56

#### 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 5.5: Grade 6: TE Additional Answers pp. A1–20
  + Criterion 5.6: Grades 6–8: DE eBook Math Tools <https://myadamath.com/curriculum/plan?courseGUID=24646ba7-5b6a-46a0-be7b-103cd65f0c92&classGUID=a4e5c893-0019-11f0-9902-12c2ad3bd0a9&dashboard=0>
  + Criterion 5.7: Grade 8: DE Chapter 1 Lesson 1.1 Tier 1 Support Lesson Extra Practice <https://myadamath.com/curriculum/plan?courseGUID=8252b819-f3bd-4067-ad8b-0adaa60dc7c6&classGUID=46c32a95-001a-11f0-9902-12c2ad3bd0a9&dashboard=0>
  + Criterion 5.8: Grade 8: TE Chapter 4 Lesson 4.3 Practice (marginal notes) p. 155

#### Edits and Corrections:

None.

#### Social Content Citations

None.

### Carnegie Learning, California ClearMath, Grades K–5

#### Program Summary:

The *California ClearMath* program includes the following: Teacher’s Implementation Guide Vol. 1 (TIG Vol. 1); Teacher’s Implementation Guide Vol. 2 (TIG Vol. 2); Student Resource Book Vol. 1 (SRB Vol. 1); Student Resource Book Vol. 2 (SRB Vol. 2); Student Practice Book (SPB); (Digital) Clear Learning Center.

#### Recommendation:

*California ClearMath* is recommended for adoption for 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, TIG Vol. 1, pp. TIG 36–TIG 37
  + Criterion 1.1: Grade 1, SRB Vol. 1, p. 37C
  + Criterion 1.1: Grade 2, TIG Vol. 1, p. TIG 12
  + Criterion 1.1: Grade 3, TIG Vol. 1, p. 4, pp. 6–7
  + Criterion 1.1: Grade 4, TIG Vol. 1, pp. 398–399
  + Criterion 1.1: Grade 5, TIG Vol. 1, p. 150
  + Criterion 1.2: Grade 1, (Digital) Clear Learning Center, Grade 1, Course Introduction and Overview, Multilingual Learner Support Handbook (pp. i–iii)
  + Criterion 1.2: Grade 3, (Digital) Clear Learning Center, Grade 3, Course Introduction and Overview, Instructional Strategies
  + Criterion 1.3: Grade 4, TIG Vol. 2 p. 1167
  + Criterion 1.4: Grade K, (Digital) Clear Learning Center, Module 4, Topic 7, Additional Topic-Level Instructional Resources, Topic Center: Environmental

#### 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 3, TIG Vol. 1, pp. TIG 12–TIG 14
  + Criterion 2.6: Grade 1, SRB Vol. 1, pp. 37C–37D
  + Criterion 2.8: Grade 5, TIG Vol. 1, pp. TIG 9–TIG 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 2, TIG Vol. 1, pp. TIG 89–TIG 95
  + Criterion 3.2: Grade 5, (Digital) Clear Learning Center Grade 5, Module 1, Topic 1, Topic Summative Assessments, Topic Performance Task, Printable Topic Performance Task
  + Criterion 3.3: Grade K, SRB Vol. 1 p. 160

#### 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 1, (Digital) Clear Learning Center Grade 1, Module 1, Topic 3, Additional Topic Level Resources, Topic Center: Social Justice
  + Criterion 4.2: Grade 4, TIG Vol. 1 pp. TIG 87–TIG 88
  + Criterion 4.3: Grade 3, TIG Vol. 1 pp. TIG 70–TIG 72 and pp. 55–64
  + Criterion 4.4: Grade 2, TIG Vol. 1 pp. TIG 82–TIG 84

#### 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, TIG Vol. 1 pp. TIG 60–TIG 70
  + Criterion 5.4: Grade 3, TIG Vol. 1 p. TIG 10
  + Criterion 5.6: Grade 4, TIG Vol. 2 pp.1055–1056

#### 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 | 2 | TIG Vol. 1 | p. TIG 12 | Only 2.G.2, 2.G.3 are listed | 2.G.1 (add) | Add 2.G.1 missing standard |
| 2 | 2 | TIG Vol. 2 | pp. 688–689 | Only 2.G.1, 2.G.2 are listed | 2.G.3 (add) | Add 2.G.3 missing standard |
| 3 | 2 | TIG Vol. 2 | p. TIG 8 | Only 2.G.2, 2.G.3 are listed | 2.G.1 (add) | Add 2.G.1 missing standard |

#### Social Content Citations

None.

### Carnegie Learning, California ClearMath 6-8, Grades 6–8

#### Program Summary:

The *California ClearMath 6–8* program includes the following: Print Components (Teacher Implementation Guide Overview (TIGO), Teacher’s Implementation Guide (TIG), Student Edition (SE)); Digital Components (Multilingual Learner Support Handbook, Mathematical Progressions and Connections, Topic Summaries, Assessment Guide, Printable Skills Practice and Answer Keys, Printable Assessments and Answer Keys, Printable Student Assignments and Answer Keys, Printable Topic Performance Tasks, Activate Activities, MATHia Workspaces, MATHstream Interactive Videos, and Clear Learning Center (CLC).)

#### Recommendation:

The *California ClearMath 6–8* program is recommended for adoption for grades 6–8 because it is aligned with the *California Common Core State Standards for Mathematics* (*CA CCSSM*) and meets the rest of the evaluation 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, TIGO pp. 10–11 “Aligning with CA CCSSM and Big Ideas” and “Embedding Standards for Mathematical Practices”
  + Criterion 1.1: Grade 7, TIGO pp. 10–11 “Aligning with CA CCSSM and Big Ideas” and “Embedding Standards for Mathematical Practices
  + Criterion 1.1: Grade 8, TIGO pp. 10–11 “Aligning with CA CCSSM and Big Ideas” and “Embedding Standards for Mathematical Practices
  + Criterion 1.2: Grade 8, TIGO pp. Pp. 5–27
  + Criterion 1.3: Grade 6, Module 2 Topic 4 Lesson 1: It’s All Relative (Introduction to Ratios) - Concept Lesson, SE p.106
  + Criterion 1.4: Grade 6, CLC, Module 2: Topic 4: Lesson 6: Session 1 “Picture Perfect (Population Density)”

#### Criteria Category 2: Program Organization

The program is organized and structured to support diverse learners and learning of the standards through blended learning. Instructional materials have strengths in access to digital resources.

##### Citations:

* + Criterion 2.1: Grade 7, TIG pp. 1A–1B Module Overview
  + Criterion 2.3: Grade 6, CLC, Module 2: Topic 4: Lesson 6: Session 1 “Picture Perfect” (Population Density)
  + Criterion 2.4: Grade 6, TIG, pp. TIGO 68–69. “Introducing Effective Planning and Teacher Supports: Navigating Concept Lesson Facilitation Notes”; Grade 8 TIGO pp. 68–69 “Introducing Effecting Planning and Teacher Supports: Navigating Concept Lesson Facilitation Notes”
  + Criterion 2.5: Grade 6, Module 2 Topic 4 Lesson 5 “Using Double Number Lines to Determine Equivalent Ratios”
  + Criterion 2.7: Grade 8, Module 2 Topic 4 Lesson 5 p. 119 “California: Big Ideas,” p. 120 Explore and Develop Activity 1: “Habits of Mind”

#### Criteria Category 3: Assessment

The instructional materials contain opportunities and strategies for formative and summative assessment of student learning and next steps. Instructional material strengths include the use of online assessment tools and data insights.

##### Citations:

* + Criterion 3.1: Grade 6, TIGO pp 85–92 “Introducing Comprehensive Assessment and Data-Driven Instruction”; Grade 8, TIGO pp. 85–92 “Introducing Comprehensive Assessment and Data Driven Instruction”
  + Criterion 3.2: Grade 6, CLC, Module 3, Topic 7, End-of-Topic Assessments
  + Criterion 3.6: Grade 7, TIGO 50–51. “Unpacking a Re-Engagement Lesson – Inside the Student Experience” (<https://explore.carnegielearning.com/view/70019605/52/>)
  + Criterion 3.4: Grade 8 TIG pp. 374H “Supporting Learning Through Assessment” (<https://explore.carnegielearning.com/view/70019605/52/numbers>)

#### Criteria Category 4: Access and Equity

Materials provide equitable access to learning through adaptive problem-solving, interactive assignments, and other forms of differentiation. Instructional resources provide guidance to support English learners, advanced learners, and students with learning disabilities. Teacher implementation guides embed purposeful questioning throughout lessons so students can make sense of their learning.

##### Citations:

* + Criterion 4.1: Grade 8, TIG p. TIGO 80 “Embedding Language Development into Instruction”
  + Criterion 4.4: Grade 7, Module 3 Topic 6 Overview, TIG pp. 184I–184J
  + Criterion 4.5: Grade 8, TIG p. TIGO 80 “Embedding Language Development into Instruction”
  + Criterion 4.6: Grade 6, Module 2 Topic 4 MATHia “Differentiating Additive and Multiplicative Relationships”
  + Criterion 4.7: Grade 7, SE, Module 1, Topic 1, Lesson 5: Pound for Pound, Inch for Inch, pp. 23–29.

#### 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 accessible.

##### Citations:

* + Criterion 5.1: Grade 6, TIGO p. 57 “Framing the Math Arc in a Module Overview” TIGO pp. 58–59 “Preparing for Instruction with the Topic Overview pp. 61–65 “Navigating Concept Lesson Facilitation Notes”
  + Criterion 5.2: Grade 8, TIGO “Learning with Mathia” Volume 2 p. 374G
  + Criterion 5.3: Grade 6, TIG 39A Topic 2 “Lesson Structure and Pacing Guide”
  + Criterion 5.4: Grade 8, TIG pp. TIGO 7–19, “Intro to Clear Math Grade 8”; pp. TIGO 20–27, “Introducing the Course Sequence”
  + Criterion 5.9: Grade 7, TIG p. TIGO 79, Supporting Language Development for All Students – Equitable Instruction for Diverse Classrooms

#### 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 | TIG, Volume 1 | p. 85B | Math Language Routine: “In Question 5 of Activity 2, Answering the Questions, students determine the percent off a game.” | “In Question 1 of Activity 2, Answering the Question, students determine the percent off a game.” | Incorrect question number and title |

#### Social Content Citations

None

### Center for Mathematics and Teaching, MathLinks: Grades 6-8, Grades 6–8

#### Program Summary:

The *MathLinks: Grades 6-8* program includes the following: TE-UPI (Teacher Edition: Part 1 Unit Program Information) [10 units per grade level – 1st part of TE]; TE-AK (Teacher Edition: Part 2 – Annotated Answer Key, including Student Packet and Lesson Notes) [10 units per grade level – 2nd part of TE]; SP (Student Packets) [10 units per grade level]; PI (Program Information); Portal (Online Portal Resources).

#### Recommendation:

*MathLinks: Grades 6-8* 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, (SMP1–SMP7) TE-UPI Unit 1, pp. v–vi
  + Criterion 1.1: Grade 7, (SMP 1–SMP 8) TE-UPI Unit 1, pp. vii–viii, Portal pp. 2–3 (Unit Overviews & Big Ideas and Connections), <https://mathandteaching.org/CMAT/Core2025/Teacher%20Portal/7th%20Grade/General%20Resources/Grade%207%20Program%20Information%20-%20Unit%20Overviews.pdf>
  + Criterion 1.1: Grade 8, (8.G.6) TE-UPI, Unit 2, pp. 6–7
  + Criterion 1.2: Grade 6, TE-AK, pp. 2–2a (OPENING PROBLEM: Which Rug is Bigger?) and Grade 6, SP, Unit 9, p. 2
  + Criterion 1.3: Grade 7, Unit 2, TE-AK, pp. 5–5b
  + Criterion 1.4: Grade 6, SMP 1-4, TE-AK, p. 1 (OPENING PROBLEM: Beach Cleanup)

#### 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 8, Unit 10, TE-AK, pp. vii–ix (Applying Standards for SMPs) and p. xii (Big Ideas and Connections)
  + Criterion 2.6: Grades 6–8, Units 1–10, TE-AK, pages vary (End of each unit), [Student Resources section with definitions, Content Standards, and Math Practices]
  + Criterion 2.7: Grade 7, Unit 3, SP, p. 2 (Grade-Level Standards & SMPs) & Grade 7, Unit 3, SP, p. 29 (Big Ideas)
  + Criterion 2.9: Grades 6–8, Units 1–10, TE-UPI, p. i, (Common Core State Standards)

#### 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 8, Unit 1, p. 23 (Reflection) and Front Cover (Monitor Your Progress)
  + Criterion 3.4: Grades 6–8, Portal (Assessment, Follow-up, and Feedback), <https://mathandteaching.org/CMAT/Core2025/Teacher%20Portal/6th%20Grade/Unit%20Resources/Unit%2006/6-6%20Assessment%2C%20Follow-up%2C%20and%20Feedback.pdf>
  + Criterion 3.5: Grade 7, Portal, Units 1, 2, 3, Pre-Assessment <https://mathandteaching.org/CMAT/Core2025/Teacher%20Portal/7th%20Grade/General%20Resources/PreAssess/2%20Units%207-1%2C%207-2%2C%207-3%20%20-%20Repro.pdf>
  + Criterion 3.6: Grade 6, Unit 6, TE-AK, p. 10 (Getting Started)

#### 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: Grades 6–8, Portal, <https://mathandteaching.org/mathlinks-skill-boosters/>
  + Criterion 4.3: Grades 6–8, PI, pp. 22–26, Universal Design for Learning
  + Criterion 4.4: Grade 6, SP, Unit 2, p. 0 (My Word Bank) and pp. 27–28 (Student Resources), Grade 6, Portal, Unit 2, <https://mathandteaching.org/CMAT/Core2025/Teacher%20Portal/6th%20Grade/Unit%20Resources/Unit%2002/Grade%206%20Unit%202%20Reproducible%202-3.pdf>
  + Criterion 4.6: Grade 7, Portal, Unit 2, <https://mathandteaching.org/CMAT/Core2025/Teacher%20Portal/6th%20Grade/Unit%20Resources/Unit%2002/6-2%20Extra%20Problems.pdf>

#### 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: Grades 6–8, PI, (Activity Routines; Technology Activities; Puzzles, Games, and Card Sorts; Real-Life Problems and Mathematical Investigations; Dealing with Data; Mathematics and the Environment; Assessment Options) pp. 29–35 (Features to Engage Students)
  + Criterion 5.3: Grade 8, PI, p. 11 (Materials, Copies, and Shopping Lists) and Grade 8, Portal, <https://mathandteaching.org/CMAT/Core2025/Teacher%20Portal/8th%20Grade/General%20Resources/Grade%208%20Program%20Information%20-%20Planning%20Tips.pdf>
  + Criterion 5.4: Grade 6, PI, pp. 2–3, Grade 6: Unit Overviews
  + Criterion 5.5: Grade 7, Portal (General Resources, Cumulative Tests, Tests 1–10 Answer Key) <https://mathandteaching.org/CMAT/Core2025/Teacher%20Portal/7th%20Grade/General%20Resources/Grade%207%20Tests%201-10%20AK.pdf>

#### Edits and Corrections:

None.

#### Social Content Citations

None.

### CPM Educational Program, Core Connections, Grades 6–8

#### Program Summary:

The *Core Connections* 6–8 program includes the following: Core Connections Series (CC); Core Connections Course 1 (CC1); Core Connections Course 2 (CC2); Core Connections Course 3 (CC3); Student Edition (SE); Teacher Edition (TE); Teacher Materials (TM); Chapter (Ch); Volume (Vol); Lesson; Problem; Launch; Explore; Closure; Chapter Closure Problems (CL); eTools; Resource Pages (RP); Review & Preview Problems (R&P).

#### Recommendation:

*Core Connections* 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 meet 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, CC1 SE Course Content and Practices, pp. 661–676
  + Criterion 1.1: Grade 7, CC2 SE Course Content and Practices, pp. 737–751
  + Criterion 1.1: Grade 8, CC3 SE Course Content and Practices, pp. 719–733
  + Criterion 1.2: Grade 6, TM Design Considerations, pp. TM-19 to TM-25
  + Criterion 1.2: Grade 7, TM Design Considerations, pp. TM-19 to TM-25
  + Criterion 1.2: Grade 8, TM Design Considerations, pp. TM-19 to TM-25
  + Criterion 1.3: Grade 7, CC2 TE Vol. 1 Lesson 2.2.4 Problem 2-72, p. 281
  + Criterion 1.4: Grade 8, CC3 TE Vol. 2 Lesson 7.1.1 Launch, pp. 762–763

#### 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, TM Major Conceptual Ideas, pp. TM-46 to TM-55
  + Criterion 2.1: Grade 7, TM Major Conceptual Ideas, pp. TM-46 to TM-55
  + Criterion 2.1: Grade 8, TM Major Conceptual Ideas, pp. TM-46 to TM-55
  + Criterion 2.2: Grade 6, TM Design Considerations, pp. TM-19 to TM-21
  + Criterion 2.2: Grade 7, TM Design Considerations, pp. TM-19 to TM-21
  + Criterion 2.2: Grade 8, TM Design Considerations, pp. TM-19 to TM-21
  + Criterion 2.5: Grade 6, CC1, TE Vol. 3 Lesson 7.1.2, pp. 886–893

#### 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 8, CC3 TE Vol. 1 Lesson 1.1.2 Problem 1-10, pp. 29, 35
  + Criterion 3.4: Grade 6, CC1 Ch. 6 Team Challenge Teacher Notes and Post-Assessment Plan [https://my.cpm.org/learningPortal/default/portalLink/curriculum/documents/viewer?docType=Assessments&id=67d1c2c46706c8fd23578085&curriculumKey=cc1e3&teacherMaterials=false](https://urldefense.com/v3/__https:/my.cpm.org/learningPortal/default/portalLink/curriculum/documents/viewer?docType=Assessments&id=67d1c2c46706c8fd23578085&curriculumKey=cc1e3&teacherMaterials=false__;!!KlnUNGHvdQ!9qPL4gZAsqjXHxFkOx4wXK-_3xwePyktXJun-1lCpcyDNRujz-ALY-aWz-72N4Xf-OkS7PszJrEbrwAZ3Fcs_tW6MQpcMg$)
  + Criterion 3.6: Grade 6, TM Guided Skill Support, pp. TM-112 to TM-114
  + Criterion 3.6: Grade 7, TM Guided Skill Support, pp. TM-112 to TM-114
  + Criterion 3.6: Grade 8, TM Guided Skill Support, pp. TM-112 to TM-114

#### 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, TM Culturally Responsive Pedagogy, pp. TM-26 to TM-32
  + Criterion 4.1: Grade 7, TM Culturally Responsive Pedagogy, pp. TM-26 to TM-32
  + Criterion 4.1: Grade 8, TM Culturally Responsive Pedagogy, pp. TM-26 to TM-32
  + Criterion 4.3: Grade 6, CC1 TE Vol. 2 Lesson 6.2.2 Preparation, pp. 798–799
  + Criterion 4 4: Grade 7, CC2 TE Vol. 2 Lesson 5.3.3 Explore, pp. 809–810
  + Criterion 4.4: Grades 6-8, TM Mathematical Language Routines, pp. TM-121 to TM-133

#### 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, CC1 TE Vol. 1 Lesson 2.2.3 Explore, p. 193
  + Criterion 5.6: Grade 8, CC3 eTools: Key-Lock Puzzle Intro 1 [https://technology.cpm.org/general/keylock/?transformdata=LJafbeEDd](https://urldefense.com/v3/__https:/technology.cpm.org/general/keylock/?transformdata=LJafbeEDd__;!!KlnUNGHvdQ!5cLz3xghDBZYzLNCAFZqrLC6LjTN0B0q4HhG3aAYfs0EQ271CnobZxW-iRrDoma7-zoVe0PPZtSKI0qUTzbVN2NT6WK1XQ$)
  + Criterion 5.6: Grade 7, CC2 eTools 6-5a Student eTool [https://technology.cpm.org/general/tiles/?tiledata=bHCC2%206-5a%20Student%20eTool\_\_Problem%3A%20Write%20an%20expression%20for%20each%20side%20of%20the%20expression%20comparison%20mat.%20%20%0A%0AUse%20legal%20moves%20to%20determine%20which%20mat%20is%20greater%2C%20if%20possible.%20\_\_cMa2x\_\_boy\_\_aaupQpWaurbpIaurRqXauqUqIauuYqdauvPqMauw4qBawwLskaasFsAaavdsCaup6rjawpWs+awqbuaaww4twawwLujawqQstaar+sBactns.auv4p2auu5rBauwzrz&\_gl=1\*1514hj4\*\_ga\*MTA3Mjk5NTAzNS4xNzA1NDM3NjY1\*\_ga\_4L9RDK6H3D\*MTcwNzkzOTEzMy4yNC4xLjE3MDc5MzkxNTAuMC4wLjA](https://urldefense.com/v3/__https:/technology.cpm.org/general/tiles/?tiledata=bHCC2*206-5a*20Student*20eTool__Problem*3A*20Write*20an*20expression*20for*20each*20side*20of*20the*20expression*20comparison*20mat.*20*20*0A*0AUse*20legal*20moves*20to*20determine*20which*20mat*20is*20greater*2C*20if*20possible.*20__cMa2x__boy__aaupQpWaurbpIaurRqXauqUqIauuYqdauvPqMauw4qBawwLskaasFsAaavdsCaup6rjawpWs*awqbuaaww4twawwLujawqQstaar*sBactns.auv4p2auu5rBauwzrz&_gl=1*1514hj4*_ga*MTA3Mjk5NTAzNS4xNzA1NDM3NjY1*_ga_4L9RDK6H3D*MTcwNzkzOTEzMy4yNC4xLjE3MDc5MzkxNTAuMC4wLjA__;JSUlJSUlJSUlJSUlJSUlJSUlJSUlJSUlJSUlJSUlJSsrKioqKio!!KlnUNGHvdQ!68yEwcpY7aKpwBERRI1F2zCjsO__-JtOztTBHzQyi0XxE8KoyWdPvSVM8KpYFZzkV1n9pcL9qqTuvQ227IlOBo5Ps_5IvQ$)
  + Criterion 5.7: Grade 7, CC2 TE Vol. 2 Problem 5-138, p. 842
  + Criterion 5.9: Grade 8, CC3 TE Vol. 3 Lesson 8.2.5 Explore and Lesson Focus, pp. 998, 1001

#### Edits and Corrections:

None

#### Social Content Citations

None

### CPM Educational Program, Inspiring Connections, Grades 6–8

#### Program Summary:

The *Inspiring Connections* 6–8 program includes the following: Lesson #.#.#; Problem #; Launch; Explore; Closure; Reflection & Practice (R&P); Methods & Meanings (M&M); Checking Understanding (CU); Summarizing Learning (SL); Making Connections (MC); Mathematician’s Workbook (MNB); and Teacher Edition (TE).

#### Recommendation:

*Inspiring Connections* 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: (6.RP.1) Grade 6: TE Inspiring Connections Course 1 Course Overview Table of Contents and Standards Alignment <https://docs.google.com/spreadsheets/d/1XqKdwiw83x_aT2EuKYzWsdFRULS-cKtc7xvyGSEx_P0/edit#gid=0>
* Criterion 1.1: (7.RP.1) Grade 7: TE Inspiring Connections Course 2 Course Overview Table of Contents and Standards Alignment <https://docs.google.com/spreadsheets/d/1XqKdwiw83x_aT2EuKYzWsdFRULS-cKtc7xvyGSEx_P0/edit?gid=1037877>
* Criterion 1.1: (8.G.B.7) Grade 8: TE Inspiring Connections Course 3 Lesson 7.2.5 Content Standards and SMP <https://my.cpm.org/learningPortal/default/portalLink/curriculum/lesson/IC3/7.2.5>
  + Criterion 1.2: Grade 7: MNB Inspiring Connections Course 2 Volume 2 Lesson 4.1.1 Explore and Closure pp. 76–77
  + Criterion 1.3: Grade 6: MNB Inspiring Connections Course 1 Volume 1 Methods and Meanings p. 310
  + Criterion 1.4: Grade 7: MNB Inspiring Connections Course 2 Volume 2 Lesson 4.1.6 Launch and Explore pp. 102–103

#### 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 7: TE Inspiring Connections Course 2, Chapter 7 Introduction Progression <https://my.cpm.org/learningPortal/default/portalLink/curriculum/lesson/IC2/7.introduction/#chapterintroduction_progression>
  + Criterion 2.4: Grade 8: TE Inspiring Connections Course 3 Skill Builders <https://my.cpm.org/learningPortal/default/portalLink/curriculum/documents/list?activeDoctype=SkillBuilders&activeCurriculumKey=IC3&activeLocale=en&teacherMaterials=false>
  + Criterion 2.6: Grade 6: MNB Inspiring Connections Course 1 Volume 1 Prelude Table of Contents and Learning Targets, pp. 2–3
  + Criterion 2.6: Grade 6: TE Inspiring Connections Course 1 Course Overview Table of Contents and Standards Alignment <https://docs.google.com/spreadsheets/d/1XqKdwiw83x_aT2EuKYzWsdFRULS-cKtc7xvyGSEx_P0/edit#gid=0>

#### 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 8: TE Inspiring Connections Course 3 Chapter 9 Making Connections Closure Journal [https://my.cpm.org/learningPortal/default/portalLink/curriculum/lesson/IC3/9.MC#closure](https://my.cpm.org/learningPortal/default/portalLink/curriculum/lesson/IC3/9.MC%23closure)
  + Criterion 3.2: Grade 6: TE Inspiring Connections Course 1 Sample Assessments <https://my.cpm.org/learningPortal/default/portalLink/curriculum/documents/list?activeDoctype=Assessments&activeCurriculumKey=IC1&activeLocale=en&teacherMaterials=false>
  + Criterion 3.3: Grade 7: TE Inspiring Connections Course 2 Sample Assessments Chapter 3 Team Challenge SV <https://my.cpm.org/learningPortal/default/portalLink/curriculum/documents/viewer?docType=Assessments&id=67bde8052570ce54d523767b&curriculumKey=ic2&teacherMaterials=false>
  + Criterion 3.4: Grade 7: TE Inspiring Connections Course 2 Sample Assessments Chapter 9 Individual Test TV <https://my.cpm.org/learningPortal/default/portalLink/curriculum/documents/viewer?docType=assessments&id=67bdee252570ce54d52376b1&curriculumKey=ic2&teacherMaterials=false>

#### 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 4.3: Grade 6: TE Teacher Materials Study Team and Teaching Strategies <https://my.cpm.org/learningPortal/default/portalLink/curriculum/teacher-materials/IC1/study-team-and-teaching-strategies>
  + Criterion 4.4: Grade 6: TE English Learners Success Forum How Do I Support My Multilingual Learners <https://my.cpm.org/learningPortal/default/portalLink/curriculum/teacher-materials/IC1/english-learners-success-forum>
  + Criterion 4.5: Grade 8: TE Teacher Materials Status and Translanguaging Supports How Can I Position Students for Success Translanguaging Supports What and Why <https://my.cpm.org/learningPortal/default/portalLink/curriculum/teacher-materials/IC3/status-and-translanguaging-supports>
  + Criterion 4.7: Grade 6: MNB Inspiring Connections Course 1 Volume 1 pp. 196–197

#### 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 5.3: Grade 7: TE Inspiring Connections Course 2 Lesson 3.1.4 Materials, Preparation, Sequence [https://my.cpm.org/learningPortal/default/portalLink/curriculum/lesson/IC2/3.1.4#laag](https://my.cpm.org/learningPortal/default/portalLink/curriculum/lesson/IC2/3.1.4%23laag" \o "TE Inspiring Connections Course 2 Lesson 3.1.4 Materials, Preparation, Sequence )
  + Criterion 5.4: Grade 6: TE Inspiring Connections Course 1 Table of Contents and Standards Alignment <https://docs.google.com/spreadsheets/d/1XqKdwiw83x_aT2EuKYzWsdFRULS-cKtc7xvyGSEx_P0/edit?gid=0#gid=0>
  + Criterion 5.6: Grade 7: (7.G.A.3) TE Inspiring Connections Course 2 2.4.1 Preparation and Explore <https://my.cpm.org/learningPortal/default/portalLink/curriculum/lesson/IC2/2.4.1>
  + Criterion 5.6: Grade 6: (6.NS.C.8) TE Inspiring Connections Course 1 Lesson 3.4.1 Manipulative and Concrete Representations and Explanations <https://my.cpm.org/learningPortal/default/portalLink/curriculum/lesson/IC1/3.4.1>

#### Edits and Corrections:

None.

#### Social Content Citations

None.

### Curriculum Associates, Classroom Mathematics California, Grades K–8

#### Program Summary:

The *Classroom Mathematics California* K–8 program includes the following: Student Worktext Volume 1 (SW Vol. 1), Student Worktext Volume 2 (SW Vol. 2), Teacher’s Guide Volume 1 (TG Vol. 1), Teacher’s Guide Volume 2 (TG Vol. 2), Digital Teacher Toolbox (TTB), Digital Success Central.

#### Recommendation:

*Classroom Mathematics California* is recommended for adoption for K–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 K: TG Vol. 1 pp.1q–1t
  + Criterion 1.1: Grade 1: TG Vol. 1 pp. B8–B11
  + Criterion 1.1: Grade 2: TG Vol. 1 pp. B7–B12
  + Criterion 1.1: Grade 3: TG Vol. 2 pp. 467c–467h
  + Criterion 1.1: Grade 4: TG Vol. 2 pp. 375c–375j
  + Criterion 1.1: Grade 5: TG Vol. 2 pp. 313c–313h
  + Criterion 1.1: Grade 6: TG Vol. 1 pp. B7–B15
  + Criterion 1.1: Grade 7: TG Vol. 2 p. 713a
  + Criterion 1.1: Grade 8: TG Vol. 1 pp. B7–B14
  + Criterion 1.2: Grade 1 Digital TTB, Unit 5, Beginning of Unit, Plan & Teach, Understanding Content Across Grades
  + Criterion 1.2: Grade 2: Digital TTB, Unit 1, Lesson 1, Teach, Mental Math Strategies for Addition
  + Criterion 1.2: Grade 6: TG Vol. 1 p. 391
  + Criterion 1.2: Grade 8: TG Vol. 1 p. 311
  + Criterion 1.3: Grade 4: SW Vol. 2 pp. 427–454
  + Criterion 1.4: Grade 3: TG Vol. 1 pp. B27–B28

#### 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: TG Vol. 1 pp. B24–B27
  + Criterion 2.1: Grade 6: TG Vol. 1 pp. 355g–355h
  + Criterion 2.3: Grade 2: TG Vol. 1 pp. 322a–329
  + Criterion 2.6: Grade 1: TG Vol. 1 pp. 185b–186d
  + Criterion 2.6: Grade 4: SW Vol. 2 pp. 375–380

#### 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 1: TG Vol. 1 p. 129
  + Criterion 3.3: Grade 7: TG Vol. 1 pp. 136–136a
  + Criterion 3.6: Grade 3: TG Vol. 1 pp. 273–276

#### 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 4: TG Vol. 1 p.128a
  + Criterion 4.1: Grade 8: TG Vol. 1 pp. 403–404
  + Criterion 4.2: Grade 6: SW Vol. 1 p. 91
  + Criterion 4.3: Grade 3: TG Vol. 1 pp. 1m–1o
  + Criterion 4.4: Grade K: TG Vol. 2 p. 233a

#### 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 5.4: Grade 5: TG Vol. 1 pp. 79a–82
  + Criterion 5.6: Grade 1: Digital TTB, Unit 4 Lesson 17, Interactive Tutorials
  + Criterion 5.6: Grade 3: Digital TTB, Unit 4, Unit Flow & Progression Video

#### 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 V1 | p. 4 | Mae Jemison was an engineer, doctor, and astronaut. | Mae Jemison is an engineer, doctor, and astronaut. | Verb tense incorrect |

#### Social Content Citations:

None.

### EdGems Math, California EdGems Math 1, 2, and 3, Grades 6–8

#### Program Summary:

The *California EdGems Math 1, 2, and 3* Mathematics program includes the following: Student Interactive Textbook (SIT), Teacher’s Guide (TG), and Digital Program (DP).

#### Recommendation:

The *California EdGems Math 1, 2, and 3* is recommended for adoption for grades 6–8 because it is aligned with the *California Common Core State Standards for Mathematics* (*CA CCSSM*) and meets the rest of the evaluation 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 (Course 1) TG pp. xiv–xxi “Content Standards Alignment”
  + Criterion 1.1: Grade 7 (Course 2) TG pp. xiv–xxi “Content Standards Alignment”
  + Criterion 1.1: Grade 8 (Course 3) TG pp. xiv–xxi “Content Standards Alignment”
  + Criterion 1.2: Grade 8 (Course 3) SIT Unit 5, Lesson 1, pp. 295–96; TG, p. 165, “Implementation Recommendation” (<https://s3.us-east-2.amazonaws.com/edgems-math/313ed6260bc697e82e0e5c07411c1157c8c27e59.pdf?mask=1>)
  + Criterion 1.3: Grade 8 (Course 3) Unit 8 (<https://s3.us-east-2.amazonaws.com/edgems-math/97cf0bf98c2adcaebaa5770dd71c171e209decc3.pdf?mask=1>)
  + Criterion 1.4: Grade 7 (Course 2) Unit 10 (<https://s3.us-east-2.amazonaws.com/edgems-math/204cf9f07a4915f575d131ac6ec18aab63da2877.pdf?mask=1>)

#### Criteria Category 2: Program Organization

The program is organized and structured to support diverse learners and learning of the standards.

##### Citations:

* + Criterion 2.1: Grade 6 (Course 1) Unit 1, TG, pp. 1– 2 “Overview”; “Big Ideas Unit Overlay” pp. v–vii
  + Criterion 2.2: “Explore” Grade 7 (Course 2) Lesson 4.1 pp. 111– 112; Grade 8 (Course 3) SE, p. 5 “Storyboard Launch” and pp. 89–90 “Storyboard Finale”
  + Criterion 2.4: Grade 8 (Course 3) Lesson 5.2 (<https://drive.google.com/file/d/17G004D0jVbIN5nTjcP0n8o-lOU3iib5l/view?usp=drive_link>)
  + Criterion 2.5: Grade 7 (Course 2) (<https://app.edgems.com/#/preview/67b8a35a644dafc3c94d49c0/unit/67f9011c03abee256cdce07a/page/67efeb8e1bae44015ab87fa7?mode=teacher>)

#### Criteria Category 3: Assessment

The instructional materials contain opportunities for student self-assessment to develop metacognition, formative and summative assessment for teachers to assess student understanding, and strategies to determine next steps.

##### Citations:

* + Criterion 3.1: Grade 6 (Course 1) Unit 1, (<https://s3.us-east-2.amazonaws.com/edgems-math/c7b4ab87bbeb103d399f6b5a957fce474eb56dbd.pdf?mask=1>); Grade 7 (Course 2) TG, “Exit Card” p. 144
  + Criterion 3.2: Grade 7 (Course 2) Unit 1, (<https://drive.google.com/file/d/1OncnxYHbCKmzVRA5LecXi-BXjFtTxwW-/view?usp=drive_link>) (digital)
  + Criterion 3.3: Grade 8 (Course 3) Unit 2, (digital); SE pp. 93– 94; (<https://s3.us-east-2.amazonaws.com/edgems-math/ada7e16f31fab151daec2e577c9fe0f67e93501a.pdf?mask=1>)
  + Criterion 3.4: Grade 7 (Course 2) Unit 1, Lesson 1.2 “Formative Assessment Guidance” TE, p. 17

#### Criteria Category 4: Access and Equity

Program materials incorporate principles, concepts, and research-based strategies that meet the needs of all students and provide access for English language learners. Additionally, instructional resources include MTSS strategies for teachers to differentiate instruction for all learners. Including advanced learners, and students with learning disabilities.

##### Citations:

* + Criterion 4.1: Grade 6 (Course 1) Unit 3, Lesson 3.1 TG “Deep Dive: Math Language Routines” p. 100
  + Criterion 4.3: Grade 8 (Course 3) Unit 1, Lesson 1.1–1.2 “Differentiation Day” TG p. 20; Grade 7 (Course 2) Lesson 9.1 (digital) (<https://app.edgems.com/#/preview/67b8a35a644dafc3c94d49c0/unit/67f9011c03abee256cdce07a/page/67efeb8e1bae44015ab87fa7?mode=teacher>)
  + Criterion 4.4: Grade 7 (Course 2) SE Unit 1 Vocabulary pp. 7– 8; Grade 6 (Course 1) Unit 3, Lesson 3.1 TG “Deep Dive: Math Language Routines” p. 100

#### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for the year 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. Instructional design enhances targeted instruction for all learners.

##### Citations:

* + Criterion 5.1: Grade 6 (Course 1) TG pp. 1–5 (<https://s3.us-east-2.amazonaws.com/edgems-math/86b066384df55fd03e6936534c4f7ffcf4337f22.pdf?mask=1>)
  + Criterion 5.2: Grade 7 (Course 2) Unit 5, Lesson 5.1 “Deep Dive” pp. 145–149
  + Criterion 5.4: Grade 6 (Course 1) Pacing Guide pp. xxii–xxv
  + Criterion 5.9: Grade 8 (Course 3) slide 11 ([Lesson Presentation: https://docs.google.com/presentation/d/1XoAYkAUXp80mGQ4YglMWb2FAdT5ERDPb/edit?slide=id.p11#slide=id.p11](https://docs.google.com/presentation/d/1XoAYkAUXp80mGQ4YglMWb2FAdT5ERDPb/edit?slide=id.p11#slide=id.p11))
  + Criterion 5.10: Grade 8 (Course 3) TG pp. 2–5 (<https://drive.google.com/file/d/1FTZF5qQA7ZUHR8iFKV-H1mCrtLbUyQgm/view?usp=drive_link>)

#### 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  Unit 7  Lesson 1 | 79 | #4: “Graph the number 3 and it’s opposite on the number at right.” | “Graph the number 3 and its opposite on the number to the right.” | Grammar & incorrect preposition |
| 2 | 6 | SE  Unit 5  Lesson 5 | 326 | Extra Example #1: “Show that y + 4y + 1 + 9 and 5y + 10 are equivalent equations.” | “Show that y + 4y + 1 + 9 and 5y + 10 are equivalent expressions.” | Incorrect academic term |

#### Social Content Citations

None

### Great Minds, Eureka Math2 California Grades K–5, Grades K–5

#### Program Summary:

*The Eureka Math2 California Grades K–5* program includes the following: Student Edition Learn (SEL); Student Edition Apply (SEA); Teacher Edition (TE).

#### Recommendation:

*Eureka Math2 California Grades K–5* 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: Kindergarten: (K.CC.4b) TE: Module 1, Lesson 6, Share, Compare, Connect, pp. 89–90
  + Criterion 1.1: Grade 1: (1.OA.1) TE, Module 1, Lesson 25, Share, Compare, Connect, p. 368
  + Criterion 1.1: Grade 2: (2.NBT.B.7)) TE, Module 2, Lesson 19, Share Solution Strategies and Explain Reasoning, p. 368
  + Criterion 1.1: Grade 3: (3.NF.3a) TE, Module 5, Lesson 13, Equivalent Fractions on Number Lines, p. 242
  + Criterion 1.1: Grade 4: (4.OA.3) TE, Module 1, Lesson 22, Three-Step Word Problem, pp. 491–492
  + Criterion 1.1: Grade 5: (5.NF.1) TE, Module 2, Lesson 10, Make Like Units to Add, pp. 219–221
  + Criterion 1.2: Kindergarten: TE, GK, Module 6, Lesson 12, Doughnut Shop, pp. 169–170
  + Criterion 1.3: Grade 5: TE, G5, Module 4, Lesson 5, Dividing Decimal Numbers by Powers of 10, p. 115
  + Criterion 1.4: Grade 5: TE, Module 4, Lesson 28, Spotlight on Environmental Principles and Concepts, p. 561

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.1: TK–5, Curriculum Overview: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Implementation/EM2CA_CurriculumOverview_4.9.pdf#page=1>
  + Criterion 2.1: Grade 1: Lesson Design: TE, Module 1, Coherence, p. 4: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Teach/Grade%201/EM2CA180_25A_TEG1_M1_172378_lores.pdf#page=6>
  + Criterion 2.2: Kindergarten: Module Overview: TE, Module 3, pp. 16–17
  + Criterion 2.3: Grade 3: Data Talk, The Eye of the Storm: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Data%20Talks/Grade%203/Data_Talk_G3_TE_TheEyeoftheStorm_WCAG21.pdf>
  + Criterion 2.4: Grade 1: Equip Teacher Guide, Modules 2–3: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Equip/Grade%201/EM2_CA_Equip_G1_M2_3_TE_TeacherGuide_WCAG21.pdf>
  + Criterion 2.5: Grade 1: Math Catalyst, Application: Count on to Find the Unknown Addend Within 10, pp. 1–2: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Math%20Catalyst/Subtraction_publicreview.pdf#page=93>

#### 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 1: SEL, Module 3, Lesson 20, Self-Reflection Ticket, pp. 189–190
  + Criterion 3.2: Grade 4: SEL, Community Garden, Performance Assessment, pp. 1–2: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Performance%20Assessments/Grade%204/Performance_Assessment_G4_SE_CommunityGarden_WCAG21.pdf>
  + Criterion 3.3: Grade 5: TE, Shipping Supplies, Performance Assessment: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Performance%20Assessments/Grade%205/Performance_Assessment_G5_TE_ShippingSupplies_WCAG21_v2.pdf>
  + Criterion 3.4: Grade 5: TE, Math Catalyst: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Math%20Catalyst/Addition_publicreview.pdf>
  + Criterion 3.5: Grade 2: TE, Benchmark Assessment 1: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Benchmark%20Assessments/EM2_CA_G2_BenchmarkAssessment1SampleSolutions_WCAG21.pdf>

#### 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: Instructional Routines, Implementation: Instructional Routine Book: <https://digital.greatminds.org/teacher/resources/view/topic/c950e753-276c-5e70-82c4-5aa12b198aeb/f6cf68e8-5ce0-5966-816d-980942f74478?curriculaCode=em2carev>
  + Criterion 4.3: Grade 2: Differentiation Support: TE, Module 4, Lesson 22, Compare with smaller unknown word problems, p. 357
  + Criterion 4.3: Grade 4: Math Catalyst Concept Mini-Lesson, Subtract Fractions with Like Denominators, p. 6: <https://digital.greatminds.org/teacher/resources/view/topic/3d0a3d86-406e-56e3-a305-e2e2ac10f06b/a399cfd5-9fcf-5099-9fc8-e8067172fbb9?curriculaCode=em2carev>
  + Criterion 4.4: Grade 3: Multilingual Learner Support: TE, Module 2, Lesson 22, Subtract measurements using the standard algorithm to decompose larger units, p. 391
  + Criterion 4.4: Grade 5: Language Objectives: TE, Module 6, Lesson 17, Plot data in the coordinate plane and analyze relationships, pp. 404–405
  + Criterion 4.6: Grade 5: Performance Assessment: Boiling Water, p. 3: <https://digital.greatminds.org/teacher/resources/view/lesson/836334ee-199d-5027-8903-7d070ca575bb/a3332c61-bdad-5aec-a1c8-ff3cff0f4885?curriculaCode=em2carev>

#### 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 1: Why: TE, Module 3, Properties of Operations to Make Easier Problems, pp. 20–22
  + Criterion 5.6: Grade 3: Learn: TE, Module 5, Lesson 2, Representations of Halves, pp. 50−53
  + Criterion 5.9: Grade 1: Multilingual Learner Support: TE, Module 4, Lesson 1, Decompose whole numbers into a sum of unit fractions, p. 32
  + Criterion 5.10: Grade 4: Module Overview: TE, Module 4, pp. 18–23

#### 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 | Grade 1 | SEA, M5, Lesson 20. | p. 91: <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Apply/Grade%201/EM2CA180_25A_SEAG1_M5_174020_lores.pdf#page=95> | Image shows one marker | Image should show 14 markers to match the program | Accuracy/ Alignment |
| 2 | Grade 1 | SEL, M5, Lesson 15 | p. 179:  <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Learn/Grade%201/EM2CA180_25A_SELG1_M5_173252_lores.pdf#page=183> | Image shows one object | Either take away all images or show 60 objects | Accuracy/ Alignment |
| 3 | Grade 1 | SEA, M4, Lesson 3 | pp.15–16, full pages <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Apply/Grade%201/EM2CA180_25A_SEAG1_M4_174013_lores.pdf#page=19> | Image shows two objects | Image should show three | Accuracy/ Alignment |
| 4 | Grade 5 | SEA, M4, Lesson 30 | pp. 185–186, problems 1–2  <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Apply/Grade%205/EM2CA180_25A_SEAG5_M4_174297_lores.pdf#page=189> | Option three doesn’t include a dollar sign in the addition problem | Option three needs “$” sign in the addition problem | Accuracy |

#### Social Content Citations:

None

### Great Minds, Eureka Math2 California Grades 6-8, Grades 6–8

#### Program Summary:

The *Eureka Math2 California Grades 6-8* program includes the following: Student Edition Learn (SEL); Teacher Edition (TE), Math Catalyst, Benchmark Assessments, Data Talks & Data Investigation, Performance Assessments, Culturally Responsive Teaching Video Series.

#### Recommendation:

*Eureka Math2 California Grades 6-8* 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:

* + Criterion1.1: Grade 6 (6.NS.C.5/SMP.2): TE Grade 6, Module 3, Lesson 1, pp. 26–27; Positive / Negative Numbers
  + Criterion 1.1**:** Grade 7 (7.RP.A.1 / 7.RP.A.2.A/ SMP.8): TE Grade 7, Module 1 Lesson 1, pp. 24–25; An Experiment with Ratios and Rates
  + Criterion 1.1: Grade 8 (EE.C.a-c / SMP.4 ): TE Grade 8, Module 5, Lesson 1, p. 25; Solving Problems with Equations & Their Graphs <https://digital.greatminds.org/teacher/resources/view/lesson/aaa2ed3b-d2a0-5e67-9e72-fe0e38fe78ea/38ea3752-e6b0-5c73-8272-f6a5f1688d2f?curriculaCode=em2carev>
  + Criterion 1.2: TE Grade 8, Module 3, Lesson 15, pp. 344–345; Application of Similar Figures <https://digital.greatminds.org/teacher/resources/view/lesson/d086102d-dc9a-523b-b9eb-72a787a40018/aa52c715-e2b8-5490-9cf0-e814fea6a342?curriculaCode=em2carev>
  + Criterion 1.3: TE Grade 6, Module 1, Lesson 12, pp. 264–270; Multiple Ratio Relationships
  + Criterion 1.4: TE Grade 8, Module 6, Lesson 12, p. 310; Patterns in Scatter Plots (the specific environmental component is described), p. 319 specific to problem 3

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.2: Grade 7, TE Grade 7, Module 1, p. 14
  + Criterion 2.3: Grade 6, Website; Women as State Governors (<https://digital.greatminds.org/teacher?curriculaCode=em2carev>)
  + Criterion 2.3: Grade 8, Website; Presidents’ Ages (<https://digital.greatminds.org/teacher/resources/view/lesson/be8d2670-8fbc-506f-9747-5ffe38cafb41/e1731a42-dc88-5553-a7fe-c78628c117c1?curriculaCode=em2carev>)
  + Criterion 2.6: Grade 8, TE Grade 8, Module 1, pp. 12–17 and SEL Grade 8, Module 1, pp. 2–3 (overview of the unit) and pp. 371–376 (terminology, standards, and SMPs)
  + Criterion 2.7: Grade 7, SEL Grade 7, Module 1, pp. 350–351

#### 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 8, SEL Grade 8, Module 2, p. 89; graphic organizer
  + Criterion 3.3: Grade 7, TE Grade 7, Module 3, p. 502; Observational Assessment Recording sheet
  + Criterion 3.4: Grade 8, TE Grade 8, Module 3, p. 3; Suggestions on the use of Assessments
  + Criterion 3.6: Grade 8, Digital TE; Modules 4 and 5 Pre-Module Assessment <https://digital.greatminds.org/teacher/resources/view/topic/70b4fe57-157a-555a-a2e8-650c3d8cbbc9/f48b8be9-85b2-5692-b30a-d86300530199?curriculaCode=em2carev>

#### 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 8, SEL Grade 8, Module 1, p. 385; “Talking Tool”
  + Criterion 4.3: Grade 7, TE Grade 7, Module 2, p. 435; “Differentiation: Challenge”
  + Criterion 4.4: Grade 6, Website Introduction to the Culturally Responsive Teaching Resource <https://digital.greatminds.org/teacher/resources/view/topic/7acb3fa9-0b1e-551d-9e14-d89adf712d0f/4c9c6f5c-5694-5a11-9777-8bab8bb7b945?curriculaCode=em2carev>
  + Criterion 4.7: Grades 6-9, Implementation Guide, p. 12; “Visual Design” <https://digital.greatminds.org/teacher/resources/view/topic/1237ed99-2072-5949-bce7-127bc212c5cd/92754b34-b9ca-5f94-80f2-39669a1cd1ab?curriculaCode=em2carev>

#### 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 8, TE Grade 8, Module 6, p. 21; Why-Functions & Bivariate Statistics
  + Criterion 5.4: Grades 6–9, Digital resources, Implementation guide Digital Access, Pacing guide on p. 19, <https://digital.greatminds.org/teacher/resources/view/topic/0775254c-9f52-5495-848e-b72a6d7a0367/f9e645c7-8a4d-5d65-8d63-d5de19293943?curriculaCode=em2carev>
  + Criterion 5.5: Grade 7, TE Grade 7, Module 3, pp. 249–264 (Launch, Learn, Exit Ticket Sample Solutions, Recap, Practice Sample Solutions)
  + Criterion 5.6: Grade 6, SEL Grade 6, Module 3, pp. 113–116 - #1 Parts A-E <https://digital.greatminds.org/teacher/resources/view/lesson/ec98ab21-0fe4-5cbe-b22e-f7210dae497d/e18d9aeb-d89f-5c71-91f1-47ed30fa6c16?curriculaCode=em2carev>

#### Edits and Corrections:

None.

#### Social Content Citations

None.

### Heinemann, a division of Greenwood Publishing Group LLC, California Math Expressions ©2026, Grades K–6

#### Program Summary:

The *California Math Expressions ©2026* K–6 program includes the following: Teacher Edition (TE), Student Activity Book (SAB), on the Heinemann Flight Platform: Investigations, Assessment Guide Homework and Remembering, Practice, Reteach, and Challenge, and Matific.

#### Recommendation:

*California Math Expressions ©2026* is recommended for adoption for grades K–6 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 4, unit 4 lesson 2 (4.NBT.1) in the SAB p. 7
  + Criterion 1.1: Grade 3, unit 1 lesson 18 (3.OA.3) in the SAB p. 91
  + Criterion 1.1: Grade 5, unit 1 lesson 13 (5.NF.1) in the TE pp. 138–139
  + Criterion 1.1: Grade K, unit 3 lesson 21 (K.CC.5) in the TE p. 466 and in the SE p. 155
  + Criterion 1.1: Grade 1, unit 1 lesson 9 (1.OA.6) in the SAB pp. 27–28
  + Criterion 1.1: Grade 2, unit 4 lesson 5 (2.NBT.6) in the SAB pp. 185–186
  + Criterion 1.1: Grade 6, unit 6 lesson 3 (6.G.4) in the SAB pp. 323A–326
  + Criterion 1.2: Grade K, math talk in TE p. 42
  + Criterion 1.4: Grade 1, science connection in TE p. 744

#### 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, standard names in TE p. 175
  + Criterion 2.1: Grade 1, standard progressions in TE p. 19
  + Criterion 2.3: Grade 5, home or school activity for unit 2 lesson 6 in TE p. 236
  + Criterion 2.4: Grade 3, teacher note in TE p. 91
  + Criterion 2.7: Grade 6, unit 2 lesson 9 in SAB p. 85

#### 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 1, assessment overview for unit 1 in TE p. 24
  + Criterion 3.2: Grade 4, portfolio performance task rubric for unit 3 in TE p. 468
  + Criterion 3.3: Grade 4, unit 3 lesson 4 in the SAB p. 130
  + Criterion 3.4: Grade 5, unit 5 front mapping in TE pp. 300–301
  + Criterion 3.5: Grade 2, unit 3 formative and summative assessment overview in TE, 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 4.4: Grade 5, front matter of the TE, p. XV
  + Criterion 4.4: Grade 2, unit 1 lesson 5 in the TE p. 84
  + Criterion 4.6: Grade 5, unit 5 lesson 4 universal access in the TE p. 604
  + Criterion 4.6: Grade 3, unit 1 lesson 6 math writing prompt in the TE, p. 103

#### 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 4, front matter in the TE p. XX
  + Criterion 5.2: Grade 3, unit 3 lesson 4 teacher notes in the TE p. 437
  + Criterion 5.3: Grade 5, unit 2 front matter in the TE p. 176 component
  + Criterion 5.4: Grade K, pacing guide in the TE p. i
  + Criterion 5.6: Grades K–6, Heinemann Flight Platform: Investigations, Assessment Guide Homework and Remembering, Practice, Reteach, and Challenge, and Matific platforms
  + Criterion 5.7: Grade 6, unit 1 lesson 7 in the SAB, p. 23

#### 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 | 5 | SAB | p. 155 | Directions say to, “find the quotient” | Update directions to state, “find the product” | The problem involves multiplication not division. |
| 2 | K | TE | p. 367 | Standard listed as AO | Standard should say OA | Incorrect standard labeling |
| 3 | 2 | TE and SAB | TE p. 478  SE p. 169 | Performance Task says “drewin” | Add space for two words “drew in” | Missing space |
| 4 | 2 | TE | p. 751 | Standard listed as “2.OAR.2” | Standard should say “2.OA.2” | Incorrect standard labeling |

#### Social Content Citations:

None.

### HMH, Into Math California, Grades 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

### HMH, Into Math California, Grades 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 1  Project: 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

### Imagine Learning LLC, Imagine IM California, Grades K–6

#### Program Summary:

The *Imagine IM California* K-6 program includes the following: Teacher Course Guide (TCG), Teacher Guide (TE), Student Workbooks (SW), Digital Platform (Digital), Teacher Resource Pack (TRP).

#### Recommendation:

*Imagine IM California* is recommended for adoption for grades K–6 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, SMP 4, Unit 2 Lesson 24, Units 1 and 2 TE “Set the Table” p. 343, Unit 2 SW “Set the Table” pp. 89–90
  + Criterion 1.1: Grade 1, 1.OA.2, Unit 3 Lesson 15, Units 3 and 4 TE “Solve Story Problems with Three Numbers” p. 133, Unit 3 SW “Solve Story Problems with Three Numbers” pp. 80–83
  + Criterion 1.1: Grade 2, NBT.3, Unit 5 Lesson 6, Units 5 and 6 TE “Represent Numbers in Different Ways” p. 55, Unit 5 SW “Represent Numbers in Different Ways” pp. 25–28
  + Criterion 1.1: Grade 3, 3.OA.1, Unit 1 Lesson 18, Units 1 and 2 TE “Represent Arrays with Expressions” p. 170, Unit 1 SW “Represent Arrays with Expressions” pp. 97–99
  + Criterion 1.1: Grade 4, 4.OA.3, Unit 1, Lesson 5, Units 1 and 2 TE p. 55, Unit 1 SW p. 25, “More Multiples”
  + Criterion 1.1: Grade 5, NF.3 [Unit 2 Lesson 1](https://urldefense.com/v3/__https://careview.ilclassroom.com/lesson_plans/377815-lesson-1-share-sandwiches?path=Wiki.9879318*2FWiki.10381531*2FWiki.10382512*2FWiki.10382768&card=9062664__;JSUl!!KlnUNGHvdQ!9qgDf8He5vxwOtJ41pBz55FgoUy60y53XnU5dzGpZIlQdQYbni_ZlvRWkQrzXlC8tyoVoJIDEPMXFGZ3wTbg-kOOXYOB$), Units 1 and 2 TE “Share Sandwiches” p. 180, Unit 2 SW “Share Sandwiches” pp. 4–6
  + Criterion 1.1: Grade [6.EE](https://urldefense.com/v3/__http://6.ee__;!!KlnUNGHvdQ!9qgDf8He5vxwOtJ41pBz55FgoUy60y53XnU5dzGpZIlQdQYbni_ZlvRWkQrzXlC8tyoVoJIDEPMXFGZ3wTbg-vfs0o-r$).1, Unit 6 Lesson 14, Unit 6 TE “Expression Explosion” p. 180, Units 4, 5, 6 SW “Expression Explosion” pp. 388–395
  + Criterion 1.2: Grade 1, TCG Scope and Sequence p. 78
  + Criterion 1.2: Grade 2, Unit 3 Lesson 16, Units 3 and 4, TE “Interpret Measurement Data” p. 145
  + Criterion 1.3: Grade K, Units 7 and 8 TE Unit Overview p. 2
  + Criterion 1.4: Grade 6, Unit 5 Overview, Gold Mine Video (Digital): [https://careview.ilclassroom.com/lesson\_plans/614210/lesson?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391143%2FWiki.10795839%2FWiki.22356486%2FWiki.16703444&card=14407338](https://urldefense.com/v3/__https:/careview.ilclassroom.com/lesson_plans/614210/lesson?path=Wiki.26949315*2FWiki.28345545*2FWiki.27391143*2FWiki.10795839*2FWiki.22356486*2FWiki.16703444&card=14407338__;JSUlJSU!!KlnUNGHvdQ!4zkXG_mWaPlf1Ce7r8mNmsgoXNSufpfW0-VBAHVexCr4LAJ_HTmpHYpeSvkSLB-_1n9R3-wkqZVv5AneuKhszGE4X0VG$)

#### 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 3, Unit 4 (Digital) Learning Narrative [https://careview.ilclassroom.com/lesson\_plans/381388/lesson?card=9128362](https://urldefense.com/v3/__https:/careview.ilclassroom.com/lesson_plans/381388/lesson?card=9128362__;!!KlnUNGHvdQ!7VKJB6-6ADi7IIr1YfrIH4iph4VXsjzrg_Nro1munvH496X2teM83eOzGBYz5Mcw_y2uFk8Ue4Q9LxFGgma6pJakZXxy$)
  + Criterion 2.2: Grade K, Unit 3 Lesson 7 “Build with Straws” p. 72
  + Criterion 2.5: Grade 3, Units 5 and 6 TRP Family Support pp. 2–5
  + Criterion 2.5: Grade 3, Unit 5 (Digital) Launch Family Support Video [https://careview.ilclassroom.com/lesson\_plans/381448-3-5-unit-launch-family-support-video?path=Wiki.26949315%2FWiki.28274413%2FWiki.28274327%2FWiki.10451235%2FWiki.20470462%2FWiki.10451354&card=9129255](https://urldefense.com/v3/__https:/careview.ilclassroom.com/lesson_plans/381448-3-5-unit-launch-family-support-video?path=Wiki.26949315*2FWiki.28274413*2FWiki.28274327*2FWiki.10451235*2FWiki.20470462*2FWiki.10451354&card=9129255__;JSUlJSU!!KlnUNGHvdQ!7VKJB6-6ADi7IIr1YfrIH4iph4VXsjzrg_Nro1munvH496X2teM83eOzGBYz5Mcw_y2uFk8Ue4Q9LxFGgma6pJuw7xLU$)
  + Criterion 2.6: Grade 1, (Digital) Overview and Standards Breakdown [https://careview.ilclassroom.com/wikis/10437391-grade-1-overview-and-standards-breakdown?path=Wiki.26949315%2FWiki.28274413%2FWiki.28274304](https://urldefense.com/v3/__https:/careview.ilclassroom.com/wikis/10437391-grade-1-overview-and-standards-breakdown?path=Wiki.26949315*2FWiki.28274413*2FWiki.28274304__;JSU!!KlnUNGHvdQ!88effvJLvKZ0y0DjEmEYQqU-mGRNuPaIte3YJBI7hKjhftkPAtSN60mYsG4uPvQSsC2K93cyGJ6IJLBQ$)
  + Criterion 2.9. Grade 6, Unit 6 TE Unit-at-a-Glance p. 7

#### 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 K, Units 1 and 2 TRP Interview Assessment p. 15
  + Criterion 3.2: Grade 6, Unit 1 TE End of Unit Assessment p. 326
  + Criterion 3.4: Grade 2, Units 1 and 2 TE Checkpoint p. 190
  + Criterion 3.5: Grade 5, Units 1 and 2 TRP Cooldown p. 69
  + Criterion 3.6: Grade 3, (Digital) Assessment 3.4.1 Digital Student Task Statements [https://careview.ilclassroom.com/lesson\_plans/371648-3-4-1-digital-student-task-statements?card\_id=8941826&card=8941843](https://urldefense.com/v3/__https:/careview.ilclassroom.com/lesson_plans/371648-3-4-1-digital-student-task-statements?card_id=8941826&card=8941843__;!!KlnUNGHvdQ!5WWTPrYSVJcb4N0INagUceY6-mZquXJKiw1zkHu7RjRP_wrBvz8CAUxGt7IY5Qd4pFXADMrPKPdtGeek3WyxLoKoUzcr$)

#### 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, TCG “Universal Design for Learning and Access for Students with Diverse Abilities” p. 49
  + Criterion 4.2: Grade 2, Unit 2 Lesson 2 (Digital) Center “Capture the Squares within 10” <https://careview.ilclassroom.com/lesson_plans/737290-capture-squares-subtract-within-10?path=Wiki.26949315%2FWiki.28274413%2FWiki.28274316%2FWiki.10438388%2FWiki.19313093%2FWiki.10438945%2FWiki.10000687&card=17384126>
  + Criterion 4.3: Grade 6, Unit 5 TE “Supporting Equity and Engagement: Sentence Frames and Stems” p. 11
  + Criterion 4.4: Grade 4, Unit 9 Lesson 12, Units 7,8,9 TE “Number Talk” p. 437, (Digital) Slide 2 <https://careview.ilclassroom.com/lesson_plans/377548-lesson-12-number-talk?card=9057159>
  + Criterion 4.5: Grade 1, TCG “Mathematical Language Routines” p. 54

#### 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 3, Unit 4, Units 3 and 4 TE, Unit-at-a-Glance p. 211
  + Criterion 5.3: Grade 1, TCG Scope and Sequence p. 77
  + Criterion 5.8: Grade 2, Unit 8 Lesson 8, Units 7, 8, 9 TE “Advancing Student Thinking” p. 276
  + Criterion 5.8: Grade 2, Unit 8 Lesson 8 “Advancing Student Thinking” (Digital): Slide 2 [https://careview.ilclassroom.com/lesson\_plans/369680-lesson-8-count-columns-and-objects-in-columns?path=Wiki.26949315%2FWiki.28274413%2FWiki.28274316%2FWiki.10444668%2FWiki.23997414%2FWiki.10445213&card=21800363](https://urldefense.com/v3/__https:/careview.ilclassroom.com/lesson_plans/369680-lesson-8-count-columns-and-objects-in-columns?path=Wiki.26949315*2FWiki.28274413*2FWiki.28274316*2FWiki.10444668*2FWiki.23997414*2FWiki.10445213&card=21800363__;JSUlJSU!!KlnUNGHvdQ!6DMXx3XpBrkQHLfWpsCACS7-wUgGjCOSMfcuRYCN8NTN4yvyZhQyeF4MqffUHPJ2lVaUp1zLXl4A0mAKy9OpcrCnJ9Zg$)
  + Criterion 5.9: Grade 1, TCG Mathematical Language Routines p. 46
  + Criterion 5.10: Grade 5, Units 1 and 2 TE Unit Narrative p. 2

#### Edits and Corrections:

None.

#### Social Content Citations

None.

### Imagine Learning, LLC., Imagine IM California, Grades 6–8

#### Program Summary:

The *Imagine IM California* 6–8 program includes the following: student edition (SE), student workbook (SW), teacher course guide (TCG), teacher guide (TG), and digital edition (DE).

#### Recommendation:

*Imagine IM California* is recommended for adoption for sixth through eighth grade 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: (6.RP.3) Unit 2 Assessment <https://careview.ilclassroom.com/wikis/20325024-6-2-plan?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391143%2FWiki.10794480>
* Criterion 1.1: Grade 7: (7.RP.3) Unit 4 Lesson 7 <https://careview.ilclassroom.com/lesson_plans/394605-lesson-7-one-hundred-percent?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391157%2FWiki.10799075%2FWiki.20713863%2FWiki.16719751&card=9335933>
* Criterion 1.1: Grade 8: (8.G.1) and (SMP.3) TG Unit 1, Section A, Lesson 2 Activity 2: Card Sort: Move p. 38
* Criterion 1.2: All Grades Principles of IM Curriculum Design <https://careview.ilclassroom.com/wikis/20659138-why-is-the-curriculum-designed-this-way?path=Wiki.26949315%2FWiki.28345545%2FWiki.10690425>
* Criterion 1.3: SE 6 Lesson Summary p. 324
* Criterion 1.4: 8.5.C.9 TG Unit 5 Activity 3 Environmental Principles and Concepts (EP&C) Principle 5: Recycling, Activity Synthesis extension activity (p. 138) with extension guidance online: <https://careview.ilclassroom.com/wikis/26886717-8-5-environmental-principles-and-concepts?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391163%2FWiki.10803321%2FWiki.22356473>

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.2: 6.1 TG pg. 30 Activity 1
  + Criterion 2.3: (7.RP.1) TG Updated Curriculum: Access for All Students pp.47–49 <https://careview.ilclassroom.com/lesson_plans/394209-lesson-2-introducing-proportional-relationships-with-tables?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391157%2FWiki.10798236%2FWiki.20539348%2FWiki.16719434&card=9329329>
  + Criterion 2.5: (7.G.1) 7 Inspire Math Video integration activities, Movie Monster Video <https://careview.ilclassroom.com/lesson_plans/614123-7-1-inspire-math-video-introduce?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391157%2FWiki.10797808%2FWiki.20279213%2FWiki.16689719&card=14407216>
  + Criterion 2.6: 7.1 TG Unit Launch Learning Narrative Video <https://careview.ilclassroom.com/lesson_plans/613736-7-1-unit-launch-learning-narrative-video?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391157%2FWiki.10797808%2FWiki.20279213%2FWiki.16689719&card=14406488>

#### 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: 7.2.15 as a Performance Task <https://careview.ilclassroom.com/lesson_plans/394382-lesson-15-using-water-efficiently?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391157%2FWiki.10798236%2FWiki.20539348%2FWiki.16719513&card=9332114>
  + Criterion 3.2: 6 TG pp. 326–329 Problems 1, 6, and 7
  + Criterion 3.6: 7 TCG Key Structures in Imagine IM California p. 32
  + Criterion 3.5: 7.4 Diagnostic Assessment Example: Check Your Readiness Assessment <https://careview.ilclassroom.com/lesson_plans/396656-7-4-check-your-readiness-assessment-option-a?path=Wiki.26949315%2FWiki.10690424%2FWiki.10797807%2FWiki.10799075%2FWiki.20713815&card=9372731>

#### 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: All Grades UDL Learning (Example: Grade 7 TCG p. 49) is embedded in the curriculum <https://careview.ilclassroom.com/wikis/10695365-universal-design-for-learning-and-access-for-students-with-diverse-abilities>
  + Criterion 4.6: 7 Are You Ready for More? <https://careview.ilclassroom.com/lesson_plans/394109-lesson-7-scale-drawings?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391157%2FWiki.10797808%2FWiki.20312415%2FWiki.16719205&card=9327743>
  + Criterion 4.6: 7 Activity 2: Elevator (Optional Activity) <https://careview.ilclassroom.com/lesson_plans/394960-lesson-17-modeling-with-inequalities?card=9342231>
  + Criterion 4.4: All Grades Supporting Equity and Engagement English Language Development Sentence Frames and Stems <https://careview.ilclassroom.com/wikis/26278536-7-2-supporting-equity-and-engagement?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391157%2FWiki.10798236%2FWiki.20391771>
  + Criterion 4.3: All Grades Text-to-Speech available in multiple languages <https://careview.ilclassroom.com/wikis/20714037-il-classroom-s-text-to-speech>

#### 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 5.6: (7.G.4) 7 “Materials make use of concrete representations, including manipulatives, audiovisual, multimedia,...” <https://careview.ilclassroom.com/lesson_plans/394436-7-3-4-digital-applet-using?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391157%2FWiki.10798662%2FWiki.20648265%2FWiki.10799027&card=9333092>
  + Criterion 5.3: 7 TCG p. 67 Scope and Sequence Information <https://careview.ilclassroom.com/wikis/10695185-scope-and-sequence-information?path=Wiki.26949315%2FWiki.28345545%2FWiki.10690425>
  + Criterion 5.3: 7 TCG Pacing Guide p. 92 <https://careview.ilclassroom.com/documents/20746134?path=Wiki.26949315%2FWiki.28345545%2FWiki.10690425>
  + Criterion 5.8: 7 End of Unit Problem 7 Scoring Guidance <https://careview.ilclassroom.com/resources/20156089?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391157%2FWiki.10799377%2FWiki.22356499%2FLessonPlan.396664>

#### 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 | 8 | DE Unit 3 EP&C | <https://careview.ilclassroom.com/wikis/26886714-8-3-environmental-principles-and-concepts?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391163%2FWiki.10802497%2FWiki.20541883> | Reference lesson 16 in Principle 1, Concept B | Remove reference to lesson 16 | Could not find lesson 16 in Unit 3 |
| 2 | 8 | DE Unit 2 EP&C | <https://careview.ilclassroom.com/wikis/26886713-8-2-environmental-principles-and-concepts?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391163%2FWiki.10802040%2FWiki.20527305> | Lesson 2 references Principle 2, Concept A with a focus on population growth and no additional information for extension | Remove reference to lesson 2, or add supports for the connection to this principle | Could not make connection or find any application for the lesson to EP&C |
| 3 | 8 | DE Unit 2 EP&C | <https://careview.ilclassroom.com/wikis/26886713-8-2-environmental-principles-and-concepts?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391163%2FWiki.10802040%2FWiki.20527305> | Lesson 13 references Principle 1, Concept A with a focus on resources from nature and no additional information for extension | Remove reference to lesson 13, or add supports for the connection to this Principle | Could not make the connection or find any application for the lesson to EP&C |
| 4 | 8 | DE Unit 5 EP&C | <https://careview.ilclassroom.com/wikis/26886717-8-5-environmental-principles-and-concepts?path=Wiki.26949315%2FWiki.28345545%2FWiki.27391163%2FWiki.10803321%2FWiki.22356473> | EP&C integration suggestions for lesson 9 reference Activity 4: Recycling | Change to Activity 3 | There is no Activity 4. Activity 3 is called “Recycling” |

#### Social Content Citations

None.

### Innovamat Education Inc., Thinking Math!, Grades K–5

#### Program Summary:

The *Thinking Math!* K–5 program includes the following: (Printed) Teacher’s Guide - Volumes 1, 2, and 3 for kindergarten to fifth grade; (Digital) Classroom Manager; (Printed) Student Edition - Number Talks Logbook 1, 2, and 3 for kindergarten to fifth grade; (Printed) Student Edition - Challenges Logbook from Kindergarten to fifth grade; (Printed) Program Guide; (Digital) Innovamat’s App; Abbreviations—TG: Teacher’s Guide, SE: Student Edition, NT: Number Talk, C&I: Challenges & Investigations

#### Recommendation:

*Thinking Math!* K–5 is recommended for adoption for kindergarten through grade five 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, TG V1 p. 10
* Criterion 1.1: Grade 1, TG V2 pp. 26–27
* Criterion 1.1: Grade 2, TG V1 pp. 6–17
* Criterion 1.1: Grade 3, TG V1 pp. 34–36
* Criterion 1.1: Grade 4, TG V2 pp. 70–72
* Criterion 1.1: Grade 5, TG V3 pp. 152–155
* Criterion 1.2: Grade K, TG V2 p. 11
* Criterion 1.2: Grade 1, TG V3 p. 141
* Criterion 1.2: Grade 5, SE Challenges Logbook p. 20
* Criterion 1.3: Grade 3, SE NT Logbook V2 pp. 36–37
* Criterion 1.4: Grade 2, TG V2 p. 104

#### 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 NA, TG Digital, Learning Progression K–12 (<https://manager.innovamat.com/course/3bbc27dc-50b3-4b6d-9a24-63b32ea843ca/general/pdf/DLr7R6J9OKURPgo42oqEh41mm8K?region=US-EDR&language=en_US&stage=PRIMARIA&fromPage=Lq5loEx5DpTJvENqkrW3Tn956VB&fromList=OBQ6w0gDm1F6GqA5WD7Ps1Vw3GE>)
* Criterion 2.2: Grade 1, TG V1 pp. 6–17
* Criterion 2.5: Grade 3, TG V1 pp. 53–55
* Criterion 2.7: Grade 5, SE NT Logbook V1 (end matter)

#### 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 4, Wrap Up Activity, TG V2 pp. 156–157
* Criterion 3.2: Grade 5, Check-In 6 (<https://manager.innovamat.com/?referral=%2Fcourse%2F9513e10b-e6d2-4ee4-adcd-b07fc7e6e5f2%2Fcurriculum%2Fpdf%2Flw50B6V1x1UB7gOnryGPCnkpnZ0%3Fregion%3DUS-EDR%26language%3Den_US%26stage%3DPRIMARIA%26fromPage%3D1lmkpGPlMoc7RvE96LyYSjR4gvD%26fromList%3D35WKoNgr6Xt5BLX5G6wBtg1w4yyD&l=en>)
* Criterion 3.3: Grade K, TG V2 pp. 149–150
* Criterion 3.4: Grade 3, TG V1 pp. 238–239
* Criterion 3.5: Grade 1, TG V1 pp. 113–114

#### 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 K, TG V1 pp. 181–182
* Criterion 4.3: Grade 5, TG V1 pp. 86–88
* Criterion 4.4: Grade 3, TG V2 pp. 56–57
* Criterion 4.5: Grade 2, TG V3 pp. 26–30
* Criterion 4.6: Grade 1, TG V1 pp. 29–30
* Criterion 4.7: Grade 4, SE NT Logbook V1 p. 6

#### 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 4, TG V3 pp. 216–217
* Criterion 5.2: Grade 5, TG V1 pp. 66–69
* Criterion 5.6: Grade 2, TG V2 pp. 44–46
* Criterion 5.9: Grade K, TG V2 pp. 61–63

#### Edits and Corrections:

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

| **#** | **Grade level** | **Component** | **Page number or SURL** | **Current text** | **Proposed corrected text** | **Reason for edit** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 4 | TG V3 | pp. 171–178 | pp. 171–178 are placed between pp. 46 and 47 (and missing in the correct sequence) | pp. 171–178 are placed between pp. 46 and 47 (and missing in the correct sequence) | Incorrect page sequencing |

#### Social Content Citations

None

### IXL Learning, Inc., Takeoff by IXL, Grades K–5

#### Program Summary:

The *Takeoff by IXL* K–5 program includes the following: Takeoff by IXL, California Edition: Kindergarten Math Digital Program (TE); Kindergarten Math Student Book Volumes 1 and 2 (SE); Kindergarten Math Teacher's Guide (TG); Takeoff by IXL, California Edition: Grade 1 Math Digital Program (TE); Grade 1 Math Student Book Volumes 1 and 2 (SE); Grade 1 Math Teacher's Guide (TG); Takeoff by IXL, California Edition: Grade 2 Math Digital Program (TE); Grade 2 Math Student Book Volumes 1 and 2 (SE); Grade 2 Math Teacher's Guide (TG); Takeoff by IXL, California Edition: Grade 3 Math Digital Program (TE); Grade 3 Math Student Book Volumes 1 and 2 (SE); Grade 3 Math Independent Practice Workbook (IP); Grade 3 Math Teacher's Guide (TG); Takeoff by IXL, California Edition: Grade 4 Math Digital Program (TE); Grade 4 Math Student Book Volumes 1 and 2 (SE); Grade 4 Math Independent Practice Workbook (IP); Grade 4 Math Teacher's Guide (TG); Takeoff by IXL, California Edition: Grade 5 Math Digital Program (TE); Grade 5 Math Student Book Volumes 1 and 2 (SE); Grade 5 Math Independent Practice Workbook (IP); Grade 5 Math Teacher's Guide (TG); Note: The acronym SDE is used to indicate the Student Digital Experience, which can be accessed by logging in to IXL as a student.

#### Recommendation:

*Takeoff by IXL* 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.NBT.1 Unit 8 Lesson 9 TE <https://www.ixl.com/takeoff/math/kindergarten/unit-8/lesson-9-take-apart-teen-numbers>
  + Criterion 1.1: Grade 1, 1.OA.6 Lesson 4.3 SE p. 143
  + Criterion 1.1: Grade 2, 2.NBT.2 Unit 8 Lesson 8 TE <https://www.ixl.com/takeoff/math/grade-2/unit-8/lesson-8-skip-count-by-2s-and-5s>
  + Criterion 1.1: Grade 3, 3.NF.1 MP6 Unit 10 Lesson 2 TE <https://www.ixl.com/takeoff/math/grade-3/unit-10/lesson-2-understand-fractions>
  + Criterion 1.1: Grade 4, 4.NBT.4, MP3, MP8, Lesson 2.2 SE p. 31
  + Criterion 1.1: Grade 5, 5.NF.1 Lesson 5.2 TE <https://www.ixl.com/takeoff/math/grade-5/unit-5/lesson-2-add-fractions-with-models>
  + Criterion 1.2: Grade K, K.CC.4c Lesson 8.1 <https://www.ixl.com/takeoff/math/kindergarten/unit-8/lesson-1-count-and-read-numbers-to-15>
  + Criterion 1.2: Grade 4, MP7 Unit 3 Lesson 1 and 3, TE pp. 32–40
  + Criterion 1.3: Grade 2, 2.OA.4 Lesson 2.4 TE <https://www.ixl.com/takeoff/math/grade-2/unit-2/lesson-4-arrays>
  + Criterion 1.3: Grade 3, 3.OA.8 Lesson 7.5 TE <https://www.ixl.com/takeoff/math/grade-3/unit-7/lesson-5-solve-two-step-word-problems-part-1>

#### 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, Unit 6 TE Instructional Context tab <https://www.ixl.com/takeoff/math/kindergarten/unit-6>
  + Criterion 2.2: Grade 2, 2.OA.1, 2.NBT.5, 2.NBT.6, 2.NBT.9 Unit 3: L5.1–L5.7 TE <https://www.ixl.com/takeoff/math/grade-2/unit-5>
  + Criterion 2.4: Grade 5, 5.NF.7 Unit 7 <https://bit.ly/4o3dN8d>
  + Criterion 2.8: Grade K, TG p. 70
  + Criterion 2.9: Grade 4, TG pp.165–170

#### 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, Unit 10 Mid-Unit <https://bit.ly/44LCqPa>; Unit 10 End-Unit <https://bit.ly/4fdofWH> TE
  + Criterion 3.2: Grade 3, Unit 5 End-Unit <https://www.ixl.com/takeoff/math/grade-3/unit-5/unit-5-end-of-unit-test>; Unit 5 PT <https://www.ixl.com/takeoff/math/grade-3-core/unit-3/unit-3-personalization-2/pdf-resources/g3_performancetask1_teacherinstructions-ca.pdf>
  + Criterion 3.3: Grade 4, TG pp. 68–69
  + Criterion 3.4: Grades K–5, Suggestions for using Diagnostic data <https://www.ixl.com/diagnostic/admin>; Implementation guide for each assessment <https://www.ixl.com/diagnostic-hub>
  + Criterion 3.6: Grade 1 Lesson 3.5 TE <https://www.ixl.com/takeoff/math/grade-1/unit-3/lesson-5-add-three-numbers>

#### 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 K, Unit 1 Lesson 1 Additional Supports tab <https://www.ixl.com/takeoff/math/kindergarten/unit-1/lesson-1-count-1-2-and-3>; Language available <https://blog.ixl.com/2024/07/18/ixl-is-available-in-50-languages/>; resources <https://blog.ixl.com/2023/06/12/ixl-resources-for-spanish-speaking-students/> TE
  + Criterion 4.2: Grade 3, Unit 4 Lesson 3 Additional Supports tab <https://www.ixl.com/takeoff/math/grade-3/unit-4/lesson-3-area-and-multiplication> TE
  + Criterion 4.4: Grade 4, Multilingual support TG p.6
  + Criterion 4.5: Grade 3, Lesson 2.2 Additional Supports tab <https://www.ixl.com/takeoff/math/grade-3/unit-2/lesson-2-use-equal-groups-to-multiply>
  + Criterion 4.6: Grade K, Unit 1 Personalization Day <https://bit.ly/4o9kxlc>

#### 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, NBT, MD Unit 8 TE <https://www.ixl.com/takeoff/math/grade-2/unit-8>; Lesson 8.2 <https://www.ixl.com/takeoff/math/grade-2/unit-8/lesson-2-understand-3-digit-numbers>
  + Criterion 5.4: Grade 4, Pacing Guide p. 72 TG Year-at-a-Glance, TG pp. 74–77
  + Criterion 5.6: Grade 2, Unit 1 Lesson 2 SE <https://bit.ly/44KRg8I>
  + Criterion 5.8: Grade 1, Unit 3 Lesson 8 Teacher Notes Nos.4–7 TE <https://www.ixl.com/takeoff/math/grade-1/unit-3/lesson-8-choose-a-way-to-add>
  + Criterion 5.9: Grade 3, Unit 4 Lesson 3 Additional Supports Tab, TE <https://www.ixl.com/takeoff/math/grade-3/unit-4/lesson-3-area-and-multiplication>

#### 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 | 1 | Unit 2 MUC | Mid-Unit Check | directionality of arrows for subtraction #1 moves left vs #7, moves to right. | change the directionality of the arrow for #7 (move left) | the directionality of the arrows for #7 are moving to the right, they should move to the left for subtraction (?) |

#### Social Content Citations

None

### Kendall Hunt Publishing, IMKH California, Grades K–5

#### Program Summary:

The *IMKH California, Grades K–5* program includes the following: Teacher Guides (TG); Student Editions (SE); Teacher Resource Copy Masters (TRCM); Units 1–2, 3–4, 5–6, 7–8/9; Teacher Course Guides (TCG).

#### Recommendation:

*IMKH 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, (TG) Unit 4 pp.179A–D; CC.1, CC.2, CC.3, CC.4, CC.5, OA.1, OA.2, (TG) Lesson 3 p. 211; K.CC1, K.CC.5
  + Criterion 1.1: Grade 1, (TG) Unit 1 p. 5A; MD.4, OA.4, MP5, MP6, p. 5B, 1. OA.5, 1.OA.6, p. 6A, 1.OA.6, 1.MD.4, 1.OA.5, 1.OA.4; (TG) Lesson 9 p. 80; 1.MD.4, 1.OA.5, MP3
  + Criterion 1.1: Grade 2, (TG) Unit 3, Lesson 18 Make a Yard Stick p. 161; 2.MD.1, 2MD.4, 2MD.5
  + Criterion 1.1: Grade 3 (TG) Unit 5, Lesson 3 Non Unit Fractions p. 34; 3NF.1, MP6, MP7
  + Criterion 1.1: Grade 4, (TG) Angle Measurement and Perpendicular Lines, Unit pp. 5C–5F; Lesson 10 p. 108; 4.G.1, 4.MD.5b, 4.MD.6, MP2
  + Criterion 1.1: Grade 5, (TG) Unit 7, Explore the Coordinate Grid, pp. 4A–4C, 22; 5.G.1, MP6
  + Criterion 1.2: Grade 5, (SE) Unit 5–6 Lesson 1, Interpret Diagrams, Lesson 17, p. 211; 5.NF.5a, 5.NF.5b, MP2, MP7
  + Criterion 1.3: Grade 3, (TG): Unit 3, Lesson 17 Does it Make Sense? Unit 3–4 pp. 154–160. (SE) Unit 3*–*4 pp. 93*–*95, 3OA.8, 3NBT.1, MP3
  + Criterion 1.4: Grade 4: (TG): Unit 3-4, Unit 3, Lesson 6 Problems with Equal Groups of Fractions p. 58; 4NF.4a, 4.NF.4b, 4.NF.4c, MP2, MP3 p. 61; Environmental Principal 1

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.4: Grade K, Universal Design for Learning and Access for Students with Disabilities, All (TCGs) p. 4
  + Criterion 2.9: Grade 1, Major Concepts per Grade, All (TCGs) p. 73, Overview Chart Grade 1; (TG) Unit 1 pp.5A–B, 6A, Unit 2 pp.183A–183D
  + Criterion 2.7: Grade 3, (SE) Find the Area of a Figure with Unknown Side Lengths Unit 2 Lesson 14 p.18; 3MD.7d, MP3
  + Criterion 2.5: Grade 2, (SE)Unit 5-6 Numbers to 1000 pp. 43–55; 2.NBT.1, 2.NBT.3, MP3, MP6
  + Criterion 2.1: Grade 4, (TG) Unit 5-6, Big Ideas By Lesson, Lesson 3, Solve Multiplicative Comparison Problems with Large Numbers, p. 6C; 4.OA.1, 4OA.2, MP2
  + Criterion 2.2: Grade 5, (TG) Unit 2 p. 145, Fractions as Quotients and Fraction Multiplication, 5.NF.3

#### 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 K Assessment Guidance All K–5: (TCG) pp. 43–47, Observation Checkpoint Assessments Unit 3–4: (TG) p.11; (TRCM) p. 55
  + Criterion 3.6: Grade 1 Unit Assessment Guidance: All K-5 (TCG) pp.43–47; Cool downs with guide to next steps based on student responses Unit 3–4; (TG) pp. 97, 289
  + Criterion 3.2: Grade 2 (TRCM) Unit 7-8/9: Adding and Subtracting within 1000 pp. 214–225; 2.OA.2, MP7, MP8
  + Criterion 3.3: Grade 3, Unit 3-4: Measuring Length (TG) p. 125; (TRCM) p. 143; 3.NBT.1, MP8
  + Criterion 3.1: Grade 4, (TG) Unit 5–6 pp. 170–175, End of Unit Assessment, 4.OA.1, 4.OA.2, 4.MD.1, 4.MD.3
  + Criterion 3.2: Grade 5, Unit 7–8: (TG) pp. 294–311, End of Course Assessment and Resources, 5.MD.5a., 5.MD.5b, 5.OA, 5MD.5c, 5.NBT.5, 5.NF.1, 5.NF.3, 5.NF.4, 5.NF.5, 5.NF.7, 5.NF.2, 5.NF.6

#### 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 4.7: Grade K, (SE) Unit 3, Lesson 2 Match Shapes pp. 20–23; K.G.1-2
  + Criterion 4.5: Grade 1, (TG) Unit 3 pp.45–46, pp. 48–49; 1.OA.7, 1.OA.3, 1.OA.6
  + Criterion 4.1: Grade 2, (TG) Unit 3 Measure and Estimate Centimeters pp. 42, 47; 2.MD.1, MP3, MP6
  + Criterion 4.2: Grade 3, (SE) Unit 5 Lesson 3: Non-Unit Fractions p. 117; 3.NF.1, MP6, MP7
  + Criterion 4.3: Grade 4, (SE) Unit 1, Lesson 5, Warm Up, p. 21; 4.OA.3, 4.OA.4, MP1, MP2, MP3, MP4
  + Criterion 4.4: Grade 5, (TG) Unit 5 Lesson 9 Order Decimals, p. 84, 5.NBT.3, 5.NBT.3b, MP1, MP6

#### 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 1, Dependency Chart (TCG) pp. 89–96
  + Criterion 5.2: Grade 2, (TG) Unit 1-2 Solve it Your Way (Responding to Student Thinking) p. 320; 2.NBT.5, 2.OA.1, MP2, MP3
  + Criterion 5.4: Grade 3, (TCG) Unit by Unit Overview pp. 76–86
  + Criterion 5.5: Grade 4, (TG) Unit 5-6, Practice Problems, pp. 197–205; 4.OA.4, 3.OA.5, 3.OA.8, 4.NBT.1, 4.NBT.4
  + Criterion 5.6: Grade 5, (TG) Unit 5–6, Materials Needed, pp. 9–11; 5.NBT.4, 5.NBT.1, 5.NBT.3, 5.NBT.3a, 5.NBT.3, 5.NBT.3b, 5.OA.1

#### Edits and Corrections:

None.

#### Social Content Citations

None.

### Kendall Hunt Publishing, IMKH California, Grades 6–8

#### Program Summary:

The *IMKH California, Grades 6–8* program includes the following: Teacher Guides (TG), Student Editions (SE), Teacher Resource Copy Masters (TRCM), Units 1–3, 4–6, 7–9; and Teacher Course Guides (TCG).

#### Recommendation:

*IMKH California, Grades 6–8* is recommended for adoption for grades 6–8 because it is aligned with the *California Common Core State Standards for Mathematics* (*CA CCSSM*) and meets the rest of the evaluation 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, Unit 4, TG, pp. 6a–6d, Overview at a Glance
  + Criterion 1.1: Grade 7, Unit 1 <https://cms-assets.illustrativemathematics.org/q9z9bcx8ksgow3bf62jorbfkpa2q>
  + Criterion 1.1: Grade 8, Unit 2 <https://cms-assets.illustrativemathematics.org/q9z9bcx8ksgow3bf62jorbfkpa2q>
  + Criterion 1.2: Grade 7, TCG pp. 58–62, Principles of IM Curriculum Design
  + Criterion 1.3: Grade 8, Unit 4, Lesson 5, TG p. 5; SE, Units 4–6 p. 35
  + Criterion 1.4: Grade 6, Unit 8, Lesson 1, Got Data? <https://ca.accessim.org/6-8/grade-6/unit-8/section-a/lesson-1/preparation?a=teacher>

#### Criteria Category 2: Program Organization

The program is organized and structured to support diverse learners and learning of the standards.

##### Citations:

* + Criterion 2.1: Grade 7, Unit 4, TG pp. 6a–6e; Overview at a Glance pp. 13–22 Check Your Readiness
  + Criterion 2.5: Grade 6, Unit 6, TG p. 675 Activity Synthesis
  + Criterion 2.6: Grade 7, Unit 1, Lesson 1, TG p. 46; Unit Overview pp. 6a–12

#### Criteria Category 3: Assessment

The instructional materials contain opportunities and strategies for formative and summative assessment and next steps.

##### Citations:

* + Criterion 3.1: Grade 6, Unit 6, Lesson 1, TRC p. 140 <https://cms-assets.illustrativemathematics.org/ng3n3idwc0t0ipj2t7uwxengsak6>; Grade 7, Unit 2, Lesson 2, Activity Synthesis p. 332
  + Criterion 3.2: Grade 8, Unit 5, Mid-Unit Assessment (A) + (B), TG pp. 262–274
  + Criterion 3.5: Grade 8, Unit 5, Check Your Readiness (A) + (B), TG pp. 249–261

#### Criteria Category 4: Access and Equity

Program materials 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 to differentiate instruction to meet the needs of all students. Instructional resources provide guidance to support students who are English learners, advanced learners, and students with learning disabilities.

##### Citations:

* + Criterion 4.1: Grade 7, Unit 1, Lesson 7, TG pp. 159–160 Access for English Learners and Access for Students with Disabilities
  + Criterion 4.5: Grade 8, Unit 4, TG p. 6d Math Language Routines Overview; Unit 4, Lesson 12, TG p. 183 Access for English Learners: Three Reads
  + Criterion 4.6: Grade 8, Unit 5, Lesson 13, p. 481 Are You Ready for More?

#### 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 accessible.

##### Citations:

* + Criterion 5.3: Grade 7, Unit 1, Lesson 7, TG, p. 6d Pacing; pp. 7–9 Unit Overview; pp. 10–12 Materials
  + Criterion 5.4: Grade 6, TCG, pp. 64–75 Scope and Sequence
  + Criterion 5.7: Grade 8, Unit 5, Lesson 13, pp. 488–489 Practice Problems
  + Criterion 5.8: Grade 8, Unit 4, Lesson 11, pp. 169–170 Student Task Statement & Student Response
  + Criterion 5.10: Grade 8, Unit 5, Lesson 3, p. 329 Lesson Narrative

#### 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 | Unit 6  Lesson 6.1 | TG 674  SE 303 | Student Task Statement: 60% of 200 is 12.& | 60% of 200 is 120 | Typo |
| 2 | 7 | Unit 6  Lesson 12.2 | TG 700 | Student Task #4  Student Response #4  2t + 15 = 9 | Provide a different equation for student response. | Student Response #4 should be different because  NO/disagree. |

#### Social Content Citations

None

### Kiddom, Kiddom IM v.360 California, Grades K–5

#### Program Summary:

The *Kiddom IM v.360 California* (K–5) program includes the following: Components: Kiddom IMv.360 California: Student Edition (SE)/Teacher Edition (TE) Digital Subscription.

#### Recommendation:

*Kiddom IM v.360 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: CC.2: Kindergarten: TE: Unit 6, Lesson 1: <https://app.kiddom.co/curriculum/IM360M.CA.GK/node/971b430a-6c7e-11ef-8e64-0606465fe01b>
  + Criterion 1.1: OA.4: Grade 1: TE: Unit 3, Lesson 5: <https://app.kiddom.co/curriculum/IM360M.CA.G1/node/4eaa3487-656a-4442-80a9-703f502381a0:0bae943c-1670-11f0-80cb-024417c032f7:03461b5c-2411-11ef-9a2b-06dd2b7bf731>
  + Criterion 1.1: OA.1: Grade 2: TE: Unit 2 Lesson 3: <https://app.kiddom.co/curriculum/IM360M.CA.G2/node/f54f7c54-6c80-11ef-b88f-02ee8932281d>
  + Criterion 1.1: OA.7. Grade 3: TE: Unit 4, Lesson 9: <https://app.kiddom.co/curriculum/IM360M.CA.G3/node/1631fa30-2411-11ef-a924-026abe7d2ba5>
  + Criterion 1.1: NBT.4. Grade 4: TE: Unit 5, Lesson 25: <https://app.kiddom.co/curriculum/IM360M.CA.G4/node/2b7596c2-2411-11ef-bfa3-06b7c2a50971>
  + Criterion 1.1: NBT.7. Grade 5: TE: Unit 5, Lesson 21: <https://app.kiddom.co/curriculum/IM360M.CA.G5/node/3955a49b-2411-11ef-acc0-026abe7d2ba5>
  + Criterion 1.2: Grade 3: TE: Unit 4, Lesson 22: <https://app.kiddom.co/curriculum/IM360M.CA.G3/node/16320cba-2411-11ef-b27d-026abe7d2ba5>
  + Criterion 1.3: Kindergarten: TE: Course Overview: <https://app.kiddom.co/curriculum/IM360M.CA.GK/node/e407ca56-2410-11ef-a09e-02133630717d>
  + Criterion 1.4: Kindergarten: TE Unit 6, Lesson 13: <https://app.kiddom.co/curriculum/IM360M.CA.GK/node/e4079ed4-2410-11ef-8974-02133630717d>

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.2: Kindergarten: TE: Unit 5, Lesson 4: <https://app.kiddom.co/curriculum/IM360M.CA.GK/node/5ca248c6-be48-426e-a4dc-50b1ed412364:08e281c4-1670-11f0-9cf4-02ee8932281d:e4077dd7-2410-11ef-b9e1-02133630717d>
  + Criterion 2.2: Grade 1: TE: Unit 2: <https://app.kiddom.co/curriculum/IM360M.CA.G1/node/b4a0c094-9dd1-11ef-951d-026011ea9aed>
  + Criterion 2.2: Grade 2: Location TE: Unit 3 Lesson 12: <https://app.kiddom.co/curriculum/IM360M.CA.G2/node/2186fcf8-240e-11ef-b7cc-02fe2bddb0a9>
  + Criterion 2.3: Grade 3: TE: Unit 6, Project Based Learning Unit: <https://app.kiddom.co/curriculum/IM360M.CA.G3/node/c41441a1-1ecb-11f0-9086-02ee8932281d>

#### 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 1: TE: Unit 2, Section B: <https://app.kiddom.co/curriculum/IM360M.CA.G1/node/0345f4c6-2411-11ef-8d31-06dd2b7bf731>
  + Criterion 3.2: Grade 2: TE: Unit 1, End of Unit Assessment: <https://app.kiddom.co/curriculum/IM360M.CA.G2/node/5a5a9bec-2433-11ef-bf66-0606465fe01b>
  + Criterion 3.3: Grade 5: TE: Unit 3, Section B Checkpoint: <https://app.kiddom.co/curriculum/IM360M.CA.G5/node/39555ea1-2411-11ef-8b27-026abe7d2ba5>
  + Criterion 3.4: Kindergarten: TE: Course Overview, Assessment Guidance: <https://app.kiddom.co/curriculum/IM360M.CA.GK/node/e407ca8b-2410-11ef-a0be-02133630717d>

#### 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: TE: Unit 2, Lesson 8: <https://app.kiddom.co/curriculum/IM360M.CA.G3/node/1631bbf5-2411-11ef-8cf4-026abe7d2ba5>
  + Criterion 4.1: Grade 2: TE: Course Overview, Multilingual and English Learners: <https://app.kiddom.co/curriculum/IM360M.CA.G2/node/d7385900-1c79-11f0-98af-0615c5aec7b1>
  + Criterion 4.2: Grade 5: TE: Course Overview, Universal Design for Learning: <https://app.kiddom.co/curriculum/IM360M.CA.G5/node/8b22cd0a-1c7c-11f0-9278-06b7c2a50971>
  + Criterion 4.3: Grade 1: TE: Program components included Multilingual and English: <https://app.kiddom.co/curriculum/IM360M.CA.G1/node/488e9cde-1c75-11f0-9cdb-066a39b724af>

#### 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 5.3: Grade 1: TE: Course Overview, Scope and Sequence: <https://app.kiddom.co/curriculum/IM360M.CA.G1/node/b4a0b955-9dd1-11ef-9511-026011ea9aed>
  + Criterion 5.3: Grade 2: TE: Course Overview, Pacing Guides and Dependency Diagrams: <https://app.kiddom.co/curriculum/IM360M.CA.G2/node/59e81fc9-9dd2-11ef-bf7b-0615c5aec7b1>
  + Criterion 5.6: Grade K: TE: Unit 3, Lesson 11: <https://app.kiddom.co/curriculum/IM360M.CA.GK/node/e4074b2b-2410-11ef-aa11-02133630717d>
  + Criterion 5.6: Grade 3:TE: Example, Unit 4, Lesson 14: <https://app.kiddom.co/curriculum/IM360M.CA.G1/node/488e9cde-1c75-11f0-9cdb-066a39b724af>

#### 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 | 4 | TE | <https://app.kiddom.co/curriculum/IM360M.CA.G4/node/2b752b65-2411-11ef-8be8-06b7c2a50971> | 2. Which of these numbers is equivalent to 0.9? Explain how you know.  Answer choice C is shaded in the TE (9.0) incorrectly | Shade correct answer | incorrect |
| 2 | 4 | TE | <https://app.kiddom.co/curriculum/IM360M.CA.G4/node/68923e0d-7067-49f7-8902-2e3cf62ad859:e2a65bb2-fb91-11ef-86cf-06b7c2a50971:2b757101-2411-11ef-af80-06b7c2a50971> | cirlce | circle | Spelling error |
| 3 | K | Print SE | p. 51 | KCC.1 | KCC.6 | Accuracy |
| 4 | 1 | Digital TE & SE | <https://app.kiddom.co/curriculum/IM360M.CA.G1/node/03467590-2411-11ef-879b-06dd2b7bf731> | Broken pictures throughout activity | Fix broken image links, double-check website coding for image displays | Usability |
| 5 | 2 | Digital TE | <https://app.kiddom.co/curriculum/IM360M.CA.G2/node/2186e0aa-240e-11ef-ab06-02fe2bddb0a9> | “28+2=3030+7=372+7=9” | 28+2 = 30 30+7=37 2+7=9 | Spacing errors |
| 6 | 4 | Digital TE | <https://app.kiddom.co/curriculum/IM360M.CA.G4/node/59714005-9dd3-11ef-bc8d-0606465fe01b> (4.NF.2) | “Unit 2, Lessons 3, 6, 12, 13, 4, 15, 16” | Unit 2, Lessons 3, 6, 12, 13, 14, 15, 16” | Mislabeled, instead of “4” put “14” |
| 7 | 4 | Digital TE | <https://app.kiddom.co/curriculum/IM360M.CA.G4/node/2b750f63-2411-11ef-be2a-06b7c2a50971> | “7.4 Cool-down: Make a Sum of \(\frac{7}{4}\)“ | “7.4 Cool-down: Make a Sum of 7/4” | Correct labeling; remove brackets |
| 8 | 4 | Digital TE | <https://app.kiddom.co/curriculum/IM360M.CA.G4/node/2b75194e-2411-11ef-8308-06b7c2a50971> | “3 ⅞ /; inches” | “3 ⅞ inches” | Extra symbols; remove /; |
| 9 | 5 | TE | <https://app.kiddom.co/curriculum/IM360M.CA.G5/node/39555a6a-2411-11ef-8903-026abe7d2ba5> | Multipart question - part A has a chart. The third row of the chart is a repeat of the first row. The answers suggested in the TE have different answers for row 1 and row 3. | Change the equation in row 3. | Accuracy |

#### Social Content Citations

None.

### McGraw Hill, California Reveal Math®, Grades K–5

#### Program Summary:

The *California Reveal Math®* K–5 program includes the following: SE: Student Edition, TE: Teacher’s Edition, PPT: PowerPoint, V1: Volume 1, V2: Volume 2, Assessment Resource Book, SMP Rubrics.

#### Recommendation:

*California Reveal Math®* is recommended for adoption for kindergarten through grade five 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, TE V2 pp. A10–A16
* Criterion 1.1: Grade 1, TE V1 pp. A14–16
* Criterion 1.1: Grade 2, TE V1 pp. A1–A3
* Criterion 1.1: Grade 3, TE V1 pp. 99–108
* Criterion 1.1: Grade 4, SE V2 pp. 39–42
* Criterion 1.1: Grade 5, TE V2 p. 236
* Criterion 1.3: Grade 3, TE V1 p. 210
* Criterion 1.3: Grade 4, Assessment Resource Book p. 153
* Criterion 1.4: Grade 1, TE V1 p. 2
* Criterion 1.4: Grade 2, TE V2 p. 129

#### 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 3, Content Guide p. 2
* Criterion 2.3: Grade 2, TE 2 p. 572
* Criterion 2.4: Grade 4, TE 1 p. 126
* Criterion 2.5: Grade 5, TE 2 p. 119
* Criterion 2.7: Grade 1, SE 1 pp. S1–S2

#### 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 1, Assessment Resource Book pp. 1–6
* Criterion 3.1: Grade 5, SMP Rubrics
  + Student Digital Resource, Blackline master of the SMP Rubric (<https://my.mheducation.com/secure/reviewer/b5dd4f55-a6cc-4fd3-b9cd-9da42b7b84e8/ea0df482-7497-49ac-827e-2434f1be98ba/4add88ec-0881-49d5-a28a-211086f7bfb1/staticasset?absassetid=8c00e9975d9142db8994072a88abad17>)
  + Teacher Resource, Guide for SMP Rubric (<https://my.mheducation.com/secure/reviewer/b5dd4f55-a6cc-4fd3-b9cd-9da42b7b84e8/ea0df482-7497-49ac-827e-2434f1be98ba/16205136-c6e8-4483-b523-659af543497e/staticasset?absassetid=086d1787c86b44f89699362bc67e81b8>)
* Criterion 3.2: Grade 3, Assessment Resource Book pp. 203–210
* Criterion 3.4: Grade K, TE 2 p. 114
* Criterion 3.6: Grade 4, Assessment Resource Book pp. 87–88

#### 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 4, Unit Planner, TE V1 pp. 2–13
* Criterion 4.1: Grade 3, Common Misconceptions, TE V1 p. 212
* Criterion 4.3: Grade 1, Actionable Strategies for Teachers, TE V1 p. 317
* Criterion 4.3: Grade 5, Lesson Check Recommendations, TE V1 p. 180
* Criterion 4.4: Grade 2, Multilingual Learner Scaffolds, TE V1 p. 409

#### 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 5, Content Guide, Unit 3 (<https://my.mheducation.com/secure/reviewer/b5dd4f55-a6cc-4fd3-b9cd-9da42b7b84e8/ea0df482-7497-49ac-827e-2434f1be98ba/f863517b-73c9-49fc-83ae-881ee4ccedf8/epub?cfi=epubcfi(%2F6%2F12%5Bdata-uuid-39358027326c4879a2cdc9b5bbe2097e%5D!%2F4%2F2%5Bdata-uuid-d02ddac27fc642ad8c0870b633d3d85c%5D%2F4%2F3%2C%3A0%2C%3A15)&epubid=sn_1bac61>)
* Criterion 5.6: Grade 3, SE Digital, Array Tool (<https://my.mheducation.com/secure/reviewer/d92c7e69-1b4f-47c1-bd6e-fd9c05dcc705/ac944adf-7f6e-4ec7-8732-94a96fe91341/6105ec34-1d72-479a-a971-ccdfbca1ac43/epub?cfi=epubcfi(%2F6%2F218%5Bdata-uuid-d1fe0d76bd204a8b919f93f578c0eebd%5D!%2F4%2F12%5Bdata-uuid-c6461fe1510845e6962758425949df24%5D%2F4%5Bdata-uuid-a05a6e90ef3e4b7e86466180a25c2244%5D%2F2%5Bdata-uuid-b4880f586a434e75aca1564cd47adadf%5D%2F1%2C%3A0%2C%3A18)&epubid=sn_a74ebe>)
* Criterion 5.6: Grade 2, TE V1 (Collaborative Work) pp. 83–84
* Criterion 5.8: Grade 4, TE V1 (Collect and Assess Student Work) p. 456

#### Edits and Corrections:

None

#### Social Content Citations:

None

### McGraw Hill, California Reveal Math®, Grades 6–8

#### Program Summary:

The *California Reveal Math®* program includes the following: SE: Student Edition, TE: Teacher’s Edition, PPT: PowerPoint, V1: Volume 1, V2: Volume 2, OC: Online Component, ARB: Assessment Resource Book, DRB: Differentiation Resource Book.

#### Recommendation:

*California Reveal Math* 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: (6.RP.1) TE, Course 1, V1, pp. 300–313 (Unit Planner/Unit Opener)
  + Criterion 1.1: Grade 7: (7.EE.3) SE, Course 2, V2, p. 147. (Practice Session 2)
  + Criterion 1.1: Grade 8: (8.EE.2) SE Course 3 V2, p. 119. Problem #3
  + Criterion 1.2: Grade 6: OC, Content Guide, Unit 8 <https://my.mheducation.com/secure/reviewer/urn:com.mheducation.openlearning:enterprise.identity.organization:prod.global:organization:5d42d559-be4f-4175-ae01-c84620c392d4/reviewer-tool/epub>
  + Criterion 1.3: Grade 7: SE, Course 2, V1, p. 10 (Bring It Together)
  + Criterion 1.4: Grade 6: SE, Course 1, V1, pp. 359–360

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.2: Grade 6, TE, Course 1, V1, Unit 3, p. 310 (Ignite)
  + Criterion 2.3: Grade 8, SE, Course 3, V1, p. 142 (STEM Connection)
  + Criterion 2.4: Grade 6, OC, Course 1, V1, Am I Ready? (Student eBook contains immediate feedback to student responses) <https://prod.reader-ui.prod.mheducation.com/epub/urn:com.mheducation.openlearning:enterprise.roster:prod.us-east-1:section:4ac7db70-f862-11ef-9a18-7b43576b102d/data-uuid-8bb9e52532a049bea446941d48bd53d2>
  + Criterion 2.5: Grade 7, SE, Course 2, V1, p. 60 (Extra Practice: Session 2)

#### 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 7, TE, Course 2, V2, Unit 7, p. 226, (Practice Session, Reflect on Your Thinking)
  + Criterion 3.2: Grade 6, TE, Course 1, V2, Unit 9, p. 507 (Performance Task: Cash Stuffing)
  + Criterion 3.5: Grade 8, ARB, Course 3, pp. 1–6 (Course Diagnostic)
  + Criterion 3.6: Grade 7, TE, Course 2, V1, pp. 130–133 (Feedback found in Lesson Check, Practice: Session 2, Extra Practice: Session 2, Spiral Review, Reinforce Understanding, Extend Thinking)

#### 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 6, TE, Course 1, V2, Unit 8, pp. 388–389 (B) Differentiate: Build Proficiency, (R) Differentiate: Reinforce Understanding, (E) Differentiate: Extend Thinking
  + Criterion 4.3: Grade 7, TE, Course 2, V2, Unit 9, p. 392 (Targeted Intervention)
  + Criterion 4.4: Grade 8, TE, Course 3, V1, Unit 4, pp. 456, 461, 468 (Multilingual Learner Scaffolds for Emerging, Expanding, & Bridging)
  + Criterion 4.6: Grade 7, DRB, p. 9 (Lesson 2-3: Extend Thinking)

#### 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 5.3: Grade 6, TE, Course 1, V1, Unit 2, pp. 104–111 (Unit Planner)
  + Criterion 5.5: Grade 8, TE, Course 3, V2, pp. 366–367 (Benchmark Assessment Answer Key)
  + Criterion 5.6: OC, Lesson 7-3, Activity Option Reflect: Think About it! Algebra Tiles e-Tool <https://my.mheducation.com/secure/reviewer/urn:com.mheducation.openlearning:enterprise.identity.organization:prod.global:organization:5d42d559-be4f-4175-ae01-c84620c392d4/reviewer-tool/epub>
  + Criterion 5.9: Grades 6, 7, 8; OC, Multilingual eGlossary (7 Languages) [https://my.mheducation.com/secure/teacher/urn:com.mheducation.openlearning:enterprise.identity.organization:prod.global:organization:5d42d559-be4f-4175-ae01-c84620c392d4/urn:com.mheducation.openlearning:enterprise.roster:prod.us-east-1:section:4ac7db70-f862-11ef-a5f2-4d3eb2fa8b08/dashboard](https://my.mheducation.com/secure/teacher/urn:com.mheducation.openlearning:enterprise.identity.organization:prod.global:organization:5d42d559-be4f-4175-ae01-c84620c392d4/urn:com.mheducation.openlearning:enterprise.roster:prod.us-east-1:section:4ac7db70-f862-11ef-a5f2-4d3eb2fa8b08/dashboard.)

#### Edits and Corrections:

None.

#### Social Content Citations

None.

### MidSchoolMath, Core Curriculum by MidSchoolMath: Big Idea Format, Grades 5–8

#### Program Summary:

The *Core Curriculum by MidSchoolMath: Big Idea Format* 5–8 program includes the following: Teacher Digital Access (TDA), Teacher Guide (TG), Student Digital Access (SDA), and Student Workbook (SW).

#### Recommendation:

*Core Curriculum by MidSchoolMath: Big Idea Format* is recommended for adoption for fifth through eighth grade 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 5: TG Alignment to the CA CCSSM Content Standards p. 373
  + Criterion 1.1: Grade 6: TG Alignment to the CA CCSSM Content Standards p. 411
  + Criterion 1.1: Grade 7: TG Alignment to the CA CCSSM Content Standards p. 399
  + Criterion 1.1: Grade 8: TG Appendix A Alignment to the CA CCSSM Content Standards p. 389
  + Criterion 1.2: (8.SP.A.1) 8 TDA All Core Curriculum Big Ideas Mama Yandi’s World Big Idea: Interpret Scatter Plots Cholera Outbreak! The Math Simulator <https://www.midschoolmath.com/>
  + Criterion 1.3: 6 TE Weather Bear and Applying the Standards pp. 84–85
  + Criterion 1.4: 8 TDA Carbon King Big Idea: Cylindrical Investigations Big Idea Launch and Launch video <https://www.midschoolmath.com/>

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.1: 7 TE, Curriculum Components: A Multi-Dimensional Approach p. 13
  + Criterion 2.2: 7 TE Scope, Sequence, and Pacing pp. 28–33
  + Criterion 2.3: 7 (7.RP.A.2a) TE Big Idea Investigation Hot Sauce! pp. 248–251
  + Criterion 2.6: 7 TE Table of Contents pp. 1–3

#### 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: 6 TDA The Need for Speed Big Idea: Relationships Between Variables: (6.RP.A.3a) Clone Wars Clicker Quiz <https://www.midschoolmath.com/>
  + Criterion 3.1: 7 (7.RP.A.2d) TE Big Idea, Curriculum, Trajectories of Triumph, Big Idea Investigation 1, Doggy Diet The Math Simulator
  + Criterion 3.2: 7 TE Final Task: Penguin Populations, p. 103
  + Criterion 3.4: 5 TDA Ilhabela: The Last of the Great Atlantic Forest Pre Milestone Detailed Lesson Plan <https://www.midschoolmath.com/>

#### 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: 8 (8.F.A.3) TDA Race to Think Big Idea: Data, Graphs, and Tables Big Idea: Investigation Le Monsieur Chef The Math Simulator Detailed Lesson Plan <https://www.midschoolmath.com/>
  + Criterion 4.2: 6 TDA The Longest Traffic Jam, Big Idea Investigation 2: Enter the Dragon lesson plan p. 3 <https://msmapp.s3-accelerate.amazonaws.com/assets/resources/resourcedocs/production/178251/6.NS.B.3_Enter_the_Dragon_Detailed_Lesson_Plan.pdf>
  + Criterion 4.5: 7 (7.RP.A.2a) DE Hot Sauce! Math Simulator Detailed Lesson Plan: Hot Sauce, Vocabulary, and Vocabulary Protocols <https://msmapp.s3-accelerate.amazonaws.com/assets/resources/resourcedocs/production/183011/7.RP.A.2a_Hot_Sauce__Detailed_Lesson_Plan.pdf>
  + Criterion 4.6: 6 Big Idea: Relationships Between Variables: Investigation 1:Clone Wars: Big Idea Connection 1: Need-for-Speed Lesson Plan: Supporting Diverse Learners, Extensions p. 4 <https://msmapp.s3-accelerate.amazonaws.com/assets/resources/resourcedocs/production/208521/Need-for-Speed-Detailed-Lesson-Plan.pdf>

#### 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: 6 TE Connecting Content Across Grades 5–8 and Content Connections and Big Ideas through the Grade Bands, pp. 6–7
  + Criterion 5.2: 5 TDA Medellin Mural BIG Idea: Fraction Connections Big Idea Investigation 2 (Find a Field) The Math Simulator Detailed Lesson Plan <https://www.midschoolmath.com/>
  + Criterion 5.3: 5–8 TDA Scope, Sequence, and Pacing <https://s3.amazonaws.com/msmapp/assets/documents/Big+Idea+Scope+%26+Sequence.pdf>
  + Criterion 5.3: All Grades TG Planning the Year, pp. 28–33

#### 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 | Grade 6 | TG | 174/175 and 176/177 | Repeat pages | Remove one of the pages | Duplicate material |
| 2 | Grade 7 | TG | 212/213 and 214/215 | Repeat pages | Remove one of the pages | Duplicate material |

#### Social Content Citations

None.

### MIND Education, InsightMath California, Grades K–6

#### Program Summary:

The *InsightMath California* K–6 program includes the following: Digital Planning Guide (DPG); ST Math Game (STM); Playbook (PB); Practice Book (PP); Teacher Guide (TE); Tools, Tasks & Templates (TTT).

#### Recommendation:

*InsightMath California* is recommended for adoption for grades K–6 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, SMP 1, Unit 4 Lesson 7, Unit 4 TE "Using Concrete Objects to Model Subtraction Within 10" p. 90
  + Criterion 1.1: Grade 1, 1.MD.3, Unit 11 Lesson 8, Unit 11 TE "Showing Time in Hours" p. 108
  + Criterion 1.1 Grade 2, SMP4, Unit 1 Lesson 16, DPG “Solving Lesser Unknown Comparison” <https://ca-review2025.stmath.com/raft/edinsight/0.4.32/#/insight/lesson!/grade=2&unit=211&cluster=86&lesson=1812>
  + Criterion 1.1: Grade 3, SMP3, Unit 7 Lesson 15, Unit 7 TE “Exploring Fractions Greater Than 1 on a Number Line” pp. 176–184
* Criterion 1.1: Grade 4, 4.NF.1, Unit 7 Lesson 2, Unit 7 TE “Using Bar Models to Make Equivalent Fractions” p. 40
* Criterion 1.1: Grade 5, 5.MD.5b, Unit 4 Lesson 6, PB “Fin-Tastic Fish Tank” pp. 66–67
* Criterion 1.1: Grade 6, 6.EE.4, Unit 1 Lesson 11, Unit 1 TE “Using the Associative Property to Identify and Work with Unlike Terms” p. 138
* Criterion 1.2: Grade 4, Unit 3, DPG Math tab “Extending Place Value and Adding and Subtracting Efficiently” <https://ca-review2025.stmath.com/raft/edinsight/0.4.32/#/insight/unit-hub!/grade=4&unit=196&v1=math>
* Criterion 1.3: Grade 2, Unit 2, DPG Math tab “Discovering Addition and Subtraction on the Number Line” <https://ca-review2025.stmath.com/raft/edinsight/0.4.32/#/insight/unit-hub!/grade=2&unit=184&v1=math>
* Criterion 1.4: Grade 5, Unit 3, DPG "Grade 5 Project: Recycled Plastic Bench" <https://ca-review2025.stmath.com/raft/Core_Lessons/insightmath/projects/california/5th/CA_G5_Project.pdf>

#### 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 5, DPG Grade 5 Overview “At A Glance” <https://ca-review2025.stmath.com/raft/edinsight/0.4.32/#/insight/grade-hub!/grade=5&v1=glance>
  + Criterion 2.2: Grade 1, Unit 1, DPG Investigation “Combining Squares” <https://ca-review2025.stmath.com/raft/edinsight/0.4.32/#/insight/investigation!/grade=1&unit=126&investigation=1344>
  + Criterion 2.3: Grade 3, Unit 1 Lesson 1, STM “Fair Sharing Equal Groups” <https://ca-review2025.stmath.com/raft/demo/1.1.23/#/vista!/experienceCode=ISMCA-3-2024-25_v31.1.0&experienceTimestamp=1746665660&objectiveCode=Unit1&gameCode=G-Lesson1-FCF5>
  + Criterion 2.5: Grade 6, Unit 1 Lesson 1, DPG Differentiation "Using Bar Models to Divide Fractions by Whole Numbers" <https://ca-review2025.stmath.com/raft/edinsight/0.4.32/#/insight/lesson!/grade=6&unit=241&cluster=171&lesson=2120>
  + Criterion 2.7: Grade 4, PB “Table of Contents” pp. 3–5

#### 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, Unit 8, DPG Assess, Formative Assessment Opportunities <https://ca-review2025.stmath.com/raft/edinsight/0.4.32/#/insight/unit-hub!/grade=5&unit=174&v1=assess&v2=formative>
  + Criterion 3.2: Grade K, Unit 1, DPG Assess “Summative Interview Assessment” <https://ca-review2025.stmath.com/raft/Core_Lessons/insightmath/unit_assessments/california/kindergarten/CA_GK_U01_summative_teacher.pdf>
  + Criterion 3.4: Grade 1, Unit 4, DPG Assess “Diagnostic Assessment Guide” <https://ca-review2025.stmath.com/raft/Core_Lessons/insightmath/diagnostic_assessments/california/1st/CA_G1_U04_diagnostic_ans.pdf>
  + Criterion 3.5: Grade 4, Unit 7 DPG Assess, Summative "Supporting Students After This Unit" <https://ca-review2025.stmath.com/raft/edinsight/0.4.32/#/insight/unit-hub!/v1=supportingStudents&v2=after&unit=185&grade=4>

#### 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, Unit 1 Lesson 1, DPG "Generalizing from Models to Create Algebraic Expressions" <https://ca-review2025.stmath.com/raft/edinsight/0.4.32/#/insight/lesson!/grade=6&unit=194&cluster=126&lesson=1474>
  + Criterion 4.2: Grade 4, Unit 0 Lesson 3, DPG "Collaborating to Learn Mathematics" <https://ca-review2025.stmath.com/raft/edinsight/0.4.32/#/insight/lesson!/grade=4&unit=309&cluster=377&lesson=3038>
  + Criterion 4.3: Grade K, DPG "Program Overview Guide" pp. 14–17 <https://info.mindresearch.org/hubfs/pdfs/ProgramOverviewGuide_CA_GK.pdf>
  + Criterion 4.4: Grade 2, Unit 4 Lesson 6, DPG Differentiation "Exploring Place Value Patterns to 1000" <https://ca-review2025.stmath.com/raft/edinsight/0.4.32/#/insight/lesson!/grade=2&unit=213&cluster=114&lesson=1773>

#### 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 5.3: Grade 6, DPG Grade 6 Overview "Pacing Details" <https://ca-review2025.stmath.com/raft/edinsight/0.4.32/#/insight/grade-hub!/grade=6&v1=pacing&v2=details>
  + Criterion 5.4: Grade 3, DPG "Grade 3 Scope and Sequence" <https://ca-review2025.stmath.com/raft/Core_Lessons/insightmath/pacing_guides/california/3rd/ScopeAndSequence_CA_G3.pdf>
  + Criterion 5.5: Grade 5, Unit 1, DPG "Tools, Tasks, and Templates" <https://ca-review2025.stmath.com/raft/Core_Lessons/insightmath/ttt_pages/california/5th/G5_TTT_ConvertingMetricUnits_ans.pdf>
  + Criterion 5.6: Grade 1, Unit 1 Lesson 1, DPG Slides <https://ca-review2025.stmath.com/raft/lesson/3.5.9/#/pzt?lesson=https%3A%2F%2Fca-review2025.stmath.com%2Fraft%2Fcontent-insight%2F1.17.27%2F2024-25%2F161.0%2FCA%2Fgrade-1%2Funit-126%2Flessons%2Flesson-640-app.json&public=N&presenterView=false&lessonNumber=1&pageTitle=InsightMath&grade=1&unitNumber=1&pztmode=review>

#### Edits and Corrections:

| **#** | **Grade level** | **Component** | **Page number or link** | **Current text** | **Proposed corrected text** | **Reason for edit** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | 6 | Teaching Guide Grade 6 Unit 3 | p. 148 | Scaling Rations,AiFinding. | Scaling Rations and Finding… | Typo. The “A” has an umlaut and the “i” has a caron. |

#### Social Content Citations

None.

### Open Up Resources, Open Up Resources K–8 Math – California Standards, Grades K–8

#### Program Summary:

The *Open Up Resources K–8 Math – California Standards* K–8 program includes the following Teacher Edition (TE); Student Edition (SE); Course Guide (CG).

#### Recommendation:

*Open Up Resources K–8 Math – California Standards* is recommended for adoption for grades K*–*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 K, CC.4a, Unit 1, Lesson 12, TE pp. 185–199, SE pp. 69–74
* Criterion 1.1: Grade 1, NBT.6, Unit 5, TE, Lesson 14, pp. 239–250, SE pp. 125–132
* Criterion 1.1: Grade 2, MP.2, Unit 3, Lesson 3, TE pp. 77–90, SE pp. 13–18
* Criterion 1.1: Grade 3, G.2, Unit 5, Lesson 1, TE pp. 57–72, SE pp. 3–6
* Criterion 1.1: Grade 4, MP.5, Unit 8, Lesson 5, TE pp. 113–134, SE pp. 29–34
* Criterion 1.1: Grade 5, MD.4, Unit 1, Lesson 7, TE pp. 155–172, SE pp. 47–50
* Criterion 1.1: Grade 6, RP.3b, Unit 2, Lesson 8, TE pp. 168–185, SE pp. 72–81
* Criterion 1.1: Grade 7, SP. 8b, Unit 8, Lesson 8, TE pp. 174–189, SE pp. 70–77
* Criterion 1.1: Grade 8, EE.8b, Unit 4, Lesson 12, TE pp. 208–223, SE pp. 100–109
* Criterion 1.2: Grade 2, Unit 9, Lesson 13, TE pp. 199–210, SE pp. 75–79
* Criterion 1.2: Grade 3, Unit 6, TE pp. 307–312, SE pp. 117–118
* Criterion 1.3: Grade K, Unit 5, Lesson 6, TE pp. 137–152
* Criterion 1.4: Grade 1, Unit 3, Lesson 6, TE pp. 135, SE pp. 49
* Criterion 1.4: Grade 4, Unit 4, TE pp. 430–433
* Criterion 1.4: Grade 7, Unit 8, TE pp. 412–417, SE pp. 184–187

#### 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 4, CG, pp. 75–82
* Criterion 2.2: Grade 3, Unit 4, Lesson 17, TE pp. 293–294, SE p. 117
* Criterion 2.3: Grade 1, Unit 4, Performance Task, TE pp. 407–412, SE pp. 221–224
* Criterion 2.4: Grade 2, Unit 2, Check Your Readiness, TE p. 29, Course Guide p. 71
* Criterion 2.5: Grade 5, Unit 6, Lesson 8, Activity 2, TE p. 171, CG pp. 58–63
* Criterion 2.7: Grade 6, Unit 4, Section E, Big Idea, SE pp. 143; Lesson 16, SE p.144

#### 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 4, Unit 6 Unit Pre Assessment, TE pp. 29–32
* Criterion 3.2: Grade 5, Unit 5 Section A Checkpoint, TE pp. 39–40
* Criterion 3.3: Grade 2, Unit 7 End of Unit Assessment, TE pp. 47–52
* Criterion 3.4: Grade 1, Unit 1 Unit Pre Assessment, TE pp. 27–29
* Criterion 3.5: Grade 3, Unit 2 TE pp. 130, 177, 226
* Criterion 3.6: Grade 8, Unit 3 Lesson Narrative, TE pp. 132–133

#### 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 4, Unit 1, Lesson 3, TE p. 76
* Criterion 4.2: Grade 5, Unit 6, Lesson 8, TE pp. 196–198
* Criterion 4.3: Grade 7, Unit 4, Lesson 13, TE pp. 238–252
* Criterion 4.4: Grade 6, Unit 6, Section A Lesson 1, TE p. 60
* Criterion 4.5: Grade 5, Unit 5, Section A, Lesson 5, TE p. 140
* Criterion 4.6: Grade K, Unit 6, Lesson 13, TE pp. 251–260
* Criterion 4.7: Grade K, Unit 2, Lesson 3, SE pp. 15–20

#### 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 K, CG, pp. 76–121
* Criterion 5.2: Grade 1, CG, pp. 5–47
* Criterion 5.3: Grade 2, CG, pp. 14–47, 76–129
* Criterion 5.4: Grade 3, CG, pp. 76–131
* Criterion 5.7: Grade 6, Unit 4, Lesson 3, TE pp. 90–92
* Criterion 5.9: Grade 8, Unit 4, Lesson 4, TE pp. 82–83

#### 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 | TE | 78 | 6.SP.B | 6.SP.B.5.a | The lesson addressed the standard, but the standard is not cited. |
| 2 | 7 | TE | Unit 2 Lesson 8 p. 183 | “ide length” | “side length” | Typo (letter “s” missing) |
| 3 | 7 | TE | Unit 5 Lesson 7 p. 152 | “numbers.Computations” | “numbers. Computations” | Typo (space missing) |
| 4 | 7 | TE | Unit 8 Lesson 7 p. 157 | MP4) | (MP4) | Typo (open parenthesis missing) |

#### Social Content Citations

None

### Paradigm Math, LLC, Paradigm, Grades K–6

#### Program Summary:

The *Paradigm* K–6program 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 K–6 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.2 TE Vol 1 p. 420 TE p. 370
  + Criterion 1.1: Grade 1, 1.OA.7 TE Vol 1A pp. 2–153
  + Criterion 1.1: Grade 2, 2.NBT.9 TE Vol 1B pp. 179, 184, 187
  + Criterion 1.1: Grade 3, 3.G.1 TE Vol 2B p. 578
  + Criterion 1.1: Grade 4, 4.OA.2 TE Vol 1A p. 164
  + Criterion 1.1: Grade 5, 5.NBT.2 TE Vol 1A p. 40
  + Criterion 1.1: Grade 6, 6.RP.3a TE Vol 2A pp. 587–588
  + Criterion 1.2: Grade 1, 1.MD.4 TE Vol 1B p. 165c
  + Criterion 1.2: Grade 2, 2.NBT.6, 2.NBT.7 TE Vol 1B p. 211 (STEM Task)
  + Criterion 1.3: Grade 4, SE p. 64
  + Criterion 1.4: Grade 5, EP.1 EP.2 EP.3 TE Vol 1A pp. 75E–76

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.2: Grade 6, 6.NS.5 6.NS.6b 6.NS.6c 6.NS.8 TE Vol 1B p. 238 (Investigation)
  + Criterion 2.3: Grade 2, ELA-SL standards TE Vol 1A pp. 1–57
  + Criterion 2.4: Grade 6, RE pp. 43, 57
  + Criterion 2.5: Grade 3, 3.OA.1 BTBF p. 17

#### 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, Assessment Book p. 6 (Assignment Rubric A)
  + Criterion 3.1: Grade K, Assessment Book p. 3 (SMP Rubric)
  + Criterion 3.4: Grade 1, TE Vol 2A pp. 6, 418 (Common Misconception)
  + Criterion 3.6: Grade K, Assessment Book p. 5 (SMP Student Summary)
  + Criterion 3.6: Grade 2, TE Vol 1A p. 1C (Emerging Mathematicians and Advanced Learner Section)

#### 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, TE Vol 1B p. 193A (English Learner support)
  + Criterion 4.1: Grade 1, TE Vol 2A p. 365A (UDL)
  + Criterion 4.3: Grade 6, TE Vol 1A pp. 1, 37 (Differentiation)
  + Criterion 4.4: Grade 2, EL/ML TE Vol. 1A pp. 2–73 (EL Support)

#### 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 5, TE Vol 1A p. 75D (Learning Progressions)
  + Criterion 5.2: Grade 6, TE Vol 2B p. 9 - ref, pp. 9, 685–686
  + Criterion 5.3: Grade 3, TE Vol 1A p. 1 - 43 (Materials Suggestion)

#### Edits and Corrections:

None.

#### Social Content Citations

None.

### Paradigm Math, LLC, Paradigm, Grades 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. |

### Savvas Learning Company, enVision+ California Mathematics, Grades K–8

#### Program Summary:

The *enVision+ California Mathematics* K-8 program includes the following: SE = Student Edition; TE = Teacher’s Edition; PO = Program Overview; ASB = Assessment Sourcebook; AR:HG = Additional Resources: Hands on Games; AR:APW = Additional Practice Workbook; AR:DLTG = Differentiation Library Teacher’s Guide; AR:HG = Hands-on Games; AR:MLM = Math and Literacy Mats; AR:TRO = Teacher Resource Originals; AR:ISTG = Intervention System Teacher’s Guide; AR:EPC = Environmental Principles & Concepts Handbook; AR:EPCTG = Environmental Principles & Concepts Handbook Teacher Guide; AR:MPPS = Math Practice and Problem-Solving Handbook; AR:MPPSTG = Math Practice and Problem-Solving Handbook Teacher Guide; AR:CSPTG = California Standards Practice Teacher’s Guide; AR:VAA = Videos, Animations, Activities.

#### Recommendation:

*enVision+ California Mathematics* is recommended for adoption for K-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 K, topic 1 lesson 10 (K.CC.3) in the TE pp. 39A–42A and in the SE pp. 39–42
  + Criterion 1.1: Grade 1, topic 2 lesson 7 (1.MD.4) in the TE pp. 77A–80A and in the SE pp. 77–80
  + Criterion 1.1: Grade 2, topic 9 lesson 6 (2.MD.10) in the TE p. 395A and in the SE p. 395
  + Criterion 1.1: Grade 3, topic 3 lesson 1 (3.OA.5) in the TE pp. 81A–84A and in the SE pp 81–84
  + Criterion 1.1: Grade 4, topic 7 lesson 5 (4.NF.3A, 4.NF.3B, 4.NF.3C, 4.NF.3D) in the TE pp. 313A–316A and in the SE pp. 313–316
  + Criterion 1.1: Grade 5, topic 2 lesson 2 (5.NBT.3, 5.NBT.4, 5.NBT.7) in the TE pp. 47A–50A and in the SE pp. 47–50
  + Criterion 1.1: Grade 6, topic 5 lesson 1 (6.RP.1) in the TE p. 249A and in the SE p.249
  + Criterion 1.1: Grade 7, topic 3 lesson 2 (7.RP) in the SE pp. 135–140
  + Criterion 1.1: Grade 8, topic 2 lesson 4 (8.EE.7B) in the SE pp. 99–104
  + Criterion 1.2: Grades 3–6, big idea organization in the PO p. 6
  + Criterion 1.2: Grades 3–6, three types of lessons in the PO pp. 10–11
  + Criterion 1.2: Grade 2, in the AR:DLTG pp. 9–12
  + Criterion 1.4: Grade K, in the AR:EPC p. 7

#### 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 8, in the TE pp. 1E–1L
  + Criterion 2.2: Grade 1, following topic 3 lesson 2 in the AR:DLTG pp. 76–77
  + Criterion 2.3: Grades K–2 in the PO pp. 50–51
  + Criterion 2.3: Grade K, topic 7 lesson 8 in the SE, p. 327
  + Criterion 2.4: Grade 2, step 4 of all lessons in the AR:DLTG p. not applicable
  + Criterion 2.5: Grade 3, in the AR:DLTG pp. 4–6
  + Criterion 2.6: Grade 3, topic 8 in the TE pp. 305A–305H
  + Criterion 2.7: Grade 7 in the SE p. 5
  + Criterion 2.8: Grade 5 in the TE p. F20
  + Criterion 2.9: Grade 1, content organization and connections in the TE pp. F6–F7

#### 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 7, topic 1 lesson 2 exit ticket in the TE p.11B
  + Criterion 3.2: Grade 3, topic 8 scoring guide in the ASB pp. 1–4
  + Criterion 3.3: Grade 5, topic 3 performance task in the ASB p. not applicable
  + Criterion 3.4: Grade K, why and when to assess in the ASB pp. VI–VII
  + Criterion 3.5: Grade 6, extra problem solving practice in the AR:CSPTG for standard 6.NS.7B p. not applicable
  + Criterion 3.5: Grade 2, another look in the AR:APW p. 39
  + Criterion 3.6: Grade 3, topic 3 lesson 5 in the TE pp. 97A–100A

#### 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 4, topic 1 in the TE pp. 3A–4A
  + Criterion 4.2: Grade 1, stand up and think in the AR:DLTG p. 156–157
  + Criterion 4.2, Grade 5, stand up and think in the AR:DLTG pp. 262–263
  + Criterion 4.3: Grade K, topic 11 in the AR:DLTG pp. 465-466 and p. 466A
  + Criterion 4.4: Grade 2, act task videos topic 5 lesson 3 in SE p. 235
  + Criterion 4.5: Grade 3, math language routines in the PO pp. 40–41
  + Criterion 4.6: Grade 5, topic 10 in the AR:DLTG pp. 265–267
  + Criterion 4.7: Grade 6, pick a project for topic 6 in the SE pp. 323–324

#### 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 8, in the TE pp. E15–195
  + Criterion 5.2: Grade 5, in the TE p. 135A
  + Criterion 5.3: Grade 1, topic planner for topic 1 in the TE pp. 1A–1C
  + Criterion 5.4: Grade 6, pacing guide in the TE p. F16
  + Criterion 5.5: Grade 3, topic 4 lesson 6 in the TE pp. 149–150
  + Criterion 5.6: Grade 4, brainingcamp: manipulatives in the AR:VAA <https://www.brainingcamp.com/manipulatives>
  + Criterion 5.7: Grade 3, homeschool connection topic 1 in the AR:TRO p. not applicable
  + Criterion 5.8: Grade 5, in the TE p.136A
  + Criterion 5.9: Grades K–2, supporting multilingual learners in the PO pp. 42–43
  + Criterion 5.10: Grade 1, topic 3 in the TE pp. 109E–109H

#### 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 | 8 | TE | 6A | In student 4 work “...fractions with denominators of 2,3,4,5, and 8...” | “...fractions with denominators of 2,4,5, and 8...” | Remove 3 as it does not have a terminal decimal |
| 2 | 8 | TE | p. 265A | Mathematical Practice is listed as “SMP 9” | Mathematical Practice should be listed as “SMP 8” | SMP 9 does not exist. Believed to be a typo. |

#### Social Content Citations

| **#** | **Grade Level** | **Component** | **Page number or URL** | **Standard(s) Cited from the Social Content Citation Review List / Reason for edit** |
| --- | --- | --- | --- | --- |
| 1 | 5 | Topic 1 lesson 6 in the TE and SE | TE p. 26A  SE p.26 | B1: Adverse reflection. Descriptions, depictions, labels or rejoinders that tend to demean, stereotype or patronize minority groups are prohibited.  This specific image shows two children side by side with different insects. The white child is portrayed with ants while the black child image contains cockroaches. |

### Savvas Learning Company, Experience Math California, Grades K–8

#### Program Summary:

*The Experience Math California* K–8 program includes the following: SEB = Student Experience Book; TEG = Teacher Experience Guide; TEG:LP = Lesson Presentations; PO = Program Overview; AS = Assessments; AR = Additional Resources; AR:BIV = Big Ideas Video; AR:EPC = Environmental Principles and Concepts Student Handbook; AR:EPCTG = Environmental Principles and Concepts Handbook Teacher Guide; AR:WT = Wonder Tasks AR:WTTG = Wonder Tasks Teacher Support; AR:MCT = Making Connections Tasks; AR:BB = Brain Benders AR:BBTG = Brain Benders Teacher Support; AR:MT = Math Talks; AR:EDT = Experience Data Tasks; AR:CCV = Connecting to Concepts Beyond the Grade Video; AR:TR = Teacher Resource Pages; AR:FE = Family Engagement; AR:BC = Brainingcamp Digital Manipulatives; AR:MRV = Math Refresh Video.

#### Recommendation:

*Experience Math California* is recommended for adoption for grades K–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 K, TEG: Lesson 7-3, pp. 430–434
  + Criterion 1.1: Grade 1, TEG: Lesson 10-1 p. 1591
  + Criterion 1.1: Grade 2, TEG: Lesson 4-4, pp. 179–187
  + Criterion 1.1: Grade 3, Additional Resources: Brain Bender 1 Heavy Rain
  + Criterion 1.1: Grade 4, SEB Lesson 5-5, pp. 155–166
  + Criterion 1.1: Grade 5 SEB: Contents, pp. iv–x
  + Criterion 1.1: Grade 6 TEG: Contents, pp. viii–xii
  + Criterion 1.1: Grade 7, TEG: Contents, pp. viii–xii
  + Criterion 1.1: Grade 8, TEG: Contents, pp. viii–xi
  + Criterion 1.2: Grade K, SEB: Exploration 1-A, p. 25
  + Criterion 1.2: Grade 2, TEG: Lesson 1-3, pp. 33–43
  + Criterion 1.2: Grade 3, TEG: Lesson 1-2, pp. 18–25
  + Criterion 1.2: Grade 5, TEG: Lesson 1-3 pp. 23–32
  + Criterion 1.3: Grade K, Experience Data Task <https://media.pk12ls.com/Savvas/Math/2027_Experience_California/Review/EXM27_CA_GK_ExperienceDataTasks.pdf>
  + Criterion 1.4: Grade 4, SEB: Topic Lesson 19-2, pp. 557–559
  + Criterion 1.4: Grade 6, Topic 5 Performance Task <https://media.pk12ls.com/Savvas/Math/2027_Experience_California/Review/EXM27_CA_G6_Assessments.pdf#page=50>
  + Criterion 1.4: Grade 8 AR:BB - Brushing Teeth

#### 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 3, TEG Big Ideas Program Organization, pp. vi–vii
  + Criterion 2.5: Grade 5, AR:WTTG, Packing Sugar Cubes <https://media.pk12ls.com/Savvas/Math/pub/SCO/A0855399/A0855399/player.html>
  + Criterion 2.7: Grade 7, SEB: Lesson 10-4, Describing Data Spread Using Ranges, pp. 321–326
  + Criterion 2.8: Grade 2, Program Overview: Pacing Guide

#### 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 4, Diagnostic Task, Topic 15, pp. 173–174
  + Criterion 3.2: Grade 2, Assessment, Topic 3, Observational Checklist, p. 22
  + Criterion 3.2: Grade 5, Assessment, Topic 10, Topic Assessment pp. 117–128
  + Criterion 3.5: Grade 8, Assessment, Topic 2, Performance Task pp. 38–40

#### 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 K, TEG: Lesson 8-2, Multilingual Learners, p. 482
  + Criterion 4.3: Grade 8, TEG: Lesson 6-3, Reteaching Activity, pp. 323–324
  + Criterion 4.4: Grade 4, TEG: Lesson 2-5, Multilingual Learners, p. 143
  + Criterion 4.6: Grade 6, TEG: Topic 6, Wonder Task Extension Questions, p. 307

#### 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 5.3: Grade 7, TEG: Lesson 9-4, How You Can Handle This, p. 524
  + Criterion 5.6: Grade 3, AR:BC
  + Criterion 5.7: Grade 2, SEB: Lesson 9-6, Supporting Activity (Independent), pp. 430–432
  + Criterion 5.10: Grade K, AR: Big Ideas in Kindergarten <https://media.pk12ls.com/Savvas/Math/pub/SCO/A0864754/A0864754/player.html>

#### Edits and Corrections

None

#### Social Content Citations

None

### The Math Learning Center, Bridges in Mathematics Third Edition, Grades K–5

#### Program Summary:

The *Bridges in Mathematics Third Edition* K–5 program includes the following: Bridges Teachers Guide (BR TG), Number Corner Teachers Guide (NC TG TG), Assessment Guide (AG) (digital), Bridges Student Book (BR SB)

#### Recommendation:

*Bridges in Mathematics Third Edition* 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, CC.6, BR TG Unit 2, Module 1, Session 4, p.19
* Criterion 1.1: Grade 1, OA.6, BR TG Unit 5, Module 2, Session 4, p. 25
* Criterion 1.1: Grade 2, SMP.3, BR TG Unit 5, Module 2, Session 3, pp.15–20
* Criterion 1.1: Grade 3, SMP.4, BR TG Unit 3, Module 3, Session 4, p. 24
* Criterion 1.1: Grade 4, MD.3, BR TG Unit 5, Module 3, Session 1, pp. 5–8, Session 3, pp. 15–19
* Criterion 1.1: Grade 5, G.2, NC TG Volume 3, May, Calendar Grid Day 4, p. 31

*Criteria 1.2–1.4*

* Criterion 1.2: Grade 1, BR TG Unit 1, Module 2, Session 3, p. 15
* Criterion 1.2: Grade 4, BR TG Unit 6, Module 4, Session 2, p. 12
* Criterion 1.3: Grade K, BR TG Unit 1, Module 1, Session 1, p. 5
* Criterion 1.3: Grade 3, BR TG Unit 1, Module 1, Session 1, p. 5
* Criterion 1.4: Grade 2, BR TG Unit 1, Module 1, Session 3, pp. 18–20
* Criterion 1.4: Grade 5, BR TG Unit 4, Module 4, Session 3, pp. 20–24

#### Criteria Category 2: Program Organization

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

##### Citations:

* Criterion 2.2: Grade 5, BR TG Unit 8, Module 1, p. 1
* Criterion 2.1: Grade 3, BR TG Unit 1, pp. v–vi
* Criterion 2.1: Grade K–5, BR TG Major Skills & Concepts Across the Grade Levels, p. iii
* Criterion 2.3: Grade K, BR TG Unit 2, Module 3, Session 1, p. 7
* Criterion 2.4: Grade 2, BR TG Unit 2, Module 2, Session 2, p. 12
* Criterion 2.9: Grade 4, NC TG, May, Focus Standards, p. 35

#### 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 2, AG Unit 4, Assessments Unit 4 Screener, pp. 3–4
* Criterion 3.2: Grade 3, AG Unit 5, Assessments Unit 5 Assessment, pp. 22–25
* Criterion 3.3: Grade 1, BR TG Unit 5, Module 2, Session 5, p. 34
* Criterion 3.4: Grade 4, AG Unit 1, Assessments Multiplication, Division & Sequences Checkpoint Differentiation Suggestions Chart, p. 16
* Criterion 3.5: Grade 5, AG Unit 3, Assessments Unit 3 Assessment, pp. 21–24
* Criterion 3.6: Grade K, BR TG Unit 2, Module 1, Session 1, Warm Up, p. 6

#### 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 2, BR TG Unit 6 Module 3 Session 2, p. 15
* Criterion 4.2: Grade 5, BR TG Unit 4 Module 2 Session 3, pp. 16–18 (Steps 1–8)
* Criterion 4.3: Grade K, BR TG Unit 1 Module 3 Session 1, p. 7
* Criterion 4.4: Grade 3, BR TG Unit 1, Module 3, Session 2, p. 16 (Step 18)
* Criterion 4.5: Grade 4, BR TG Unit 5, Module 1, Session 2, pp. 13–14 (Steps 6–9)
* Criterion 4.7: Grade 5, BR TG Unit 1, Module 1, Sessions 4–5, pp. 21–32

#### 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 K, BR TG Unit 2, Overview, p. viii
* Criterion 5.2: Grade 1, BR TG Unit 4, Module 1, Session 3, p. 22
* Criterion 5.3: Grade 2, BR TG Unit 4, Module 4, BR TG Overview, p. 2
* Criterion 5.6: Grade 3, BR TG Unit 3, Module 1, Session 2, p. 14
* Criterion 5.7: Grade 4, HC SB Unit 3, Module 3, Sessions 2 & 4, pp. 61–64
* Criterion 5.8: Grade 5, BR TG Unit 2, Module 2, Session 1, pp. 6–8

#### Edits and Corrections:

None

#### Social Content Citations

None

### TPS Publishing Inc., STEAM into Big Ideas Mathematics, Grades K–8

#### Program Summary:

The *STEAM into Big Ideas Mathematics* K–8 program includes the following: Big Ideas Kindergarten Teacher Project Guide (PGG0TE). Big Ideas Kindergarten Student Project Guide (PGG0SE). Kindergarten STEM Teacher Project Guide (SPGG0TE). Kindergarten STEM Student Project Guide (SPGG0SE). Kindergarten Combined Strategies Teacher Review - Counting and Cardinality (CSG0CCTE). Kindergarten Combined Strategies Student Review - Counting and Cardinality (CSG0CCSE). Kindergarten Combined Strategies Teacher Review - Measurement & Data and Geometry (CSG0MDGTE). Kindergarten Combined Strategies Student Review - Measurement & Data and Geometry (CSG0MDGSE). Kindergarten Combined Strategies Teacher Review - Algebraic Thinking and Number & Operations in Base Ten (CSG0ONTE). Kindergarten Combined Strategies Student Review - Algebraic Thinking and Number & Operations in Base Ten (CSG0ONSE).

Big Ideas Grade 1 Teacher Project Guide (PGG1TE). Big Ideas Grade 1 Student Project Guide (PGG1SE). Grade 1 STEM Teacher Project Guide (SPGG1TE). Grade 1 STEM Student Project Guide (SPGG1SE). Grade 1 Combined Strategies Teacher Review - Operations and Algebraic Thinking (CSG1OATE). Grade 1 Combined Strategies Student Review - Operations and Algebraic Thinking (CSG1OASE). Grade 1 Combined Strategies Teacher Review - Number and Operations in Base Ten (CSG1NBTTE). Grade 1 Combined Strategies Student Review - Number and Operations in Base Ten (CSG1NBTSE). Grade 1 Combined Strategies Student Review - Measurement & Data and Geometry (CSG1MDGTE). Grade 1 Combined Strategies Teacher Review - Measurement & Data and Geometry (CSG1MDGSE).

Big Ideas Grade 2 Teacher Project Guide (PGG2TE). Big Ideas Grade 2 Student Project Guide (PGG2SE). Grade 2 STEM Teacher Project Guide (SPGG2TE). Grade 2 STEM Student Project Guide (SPGG2SE). Grade 2 Combined Strategies Teacher Review - Operations and Algebraic Thinking (CSG2OATE). Grade 2 Combined Strategies Student Review - Operations and Algebraic Thinking (CSG2OASE). Grade 2 Combined Strategies Teacher Review - Number and Operations in Base Ten (CSG2NBTTE). Grade 2 Combined Strategies Student Review - Number and Operations in Base Ten (CSG2NBTSE). Grade 2 Combined Strategies Student Review - Measurement & Data and Geometry (CSG2MDGTE). Grade 2 Combined Strategies Teacher Review - Measurement & Data and Geometry (CSG2MDGSE).

Big Ideas Grade 3 Teacher Project Guide (PGG3TE). Big Ideas Grade 3 Student Project Guide (PGG3SE). Grade 3 STEM Teacher Project Guide (SPGG3TE). Grade 3 STEM Student Project Guide (SPGG3SE). Grade 3 Combined Strategies Teacher Review - Operations and Algebraic Thinking (CSG3OATE). Grade 3 Combined Strategies Student Review - Operations and Algebraic Thinking (CSG3OASE). Grade 3 Combined Strategies Teacher Review - Number and Operations - Fractions (CSG3NFTE). Grade 3 Combined Strategies Student Review - Number and Operations - Fractions (CSG3NFSE). Grade 3 Combined Strategies Teacher Review - Number and Operations in Base Ten (CSG3NBTTE). Grade 3 Combined Strategies Student Review - Number and Operations in Base Ten (CSG3NBTSE). Grade 3 Combined Strategies Student Review - Measurement & Data and Geometry (CSG3MDGTE). Grade 3 Combined Strategies Teacher Review - Measurement & Data and Geometry (CSG3MDGSE).

Big Ideas Grade 4 Teacher Project Guide (PGG4TE). Big Ideas Grade 4 Student Project Guide (PGG4SE). Grade 4 STEM Teacher Project Guide (SPGG4TE). Grade 4 STEM Student Project Guide (SPGG4SE). Grade 4 Combined Strategies Teacher Review - Operations and Algebraic Thinking (CSG4OATE). Grade 4 Combined Strategies Student Review - Operations and Algebraic Thinking (CSG4OASE). Grade 4 Combined Strategies Teacher Review - Number and Operations - Fractions (CSG4NFTE). Grade 4 Combined Strategies Student Review - Number and Operations - Fractions (CSG4NFSE). Grade 4 Combined Strategies Teacher Review - Number and Operations in Base Ten (CSG4NBTTE). Grade 4 Combined Strategies Student Review - Number and Operations in Base Ten (CSG4NBTSE). Grade 4 Combined Strategies Student Review - Measurement & Data and Geometry (CSG4MDGTE). Grade 4 Combined Strategies Teacher Review - Measurement & Data and Geometry (CSG4MDGSE).

Big Ideas Grade 5 Teacher Project Guide (PGG5TE). Big Ideas Grade 5 Student Project Guide (PGG5SE). Grade 5 STEM Teacher Project Guide (SPGG5TE). Grade 5 STEM Student Project Guide (SPGG5SE). Grade 5 Combined Strategies Teacher Review - Operations and Algebraic Thinking (CSG5OATE). Grade 5 Combined Strategies Student Review - Operations and Algebraic Thinking (CSG5OASE). Grade 5 Combined Strategies Teacher Review - Number and Operations - Fractions (CSG5NFTE). Grade 5 Combined Strategies Student Review - Number and Operations - Fractions (CSG5NFSE). Grade 5 Combined Strategies Teacher Review - Number and Operations in Base Ten (CSG5NBTTE). Grade 5 Combined Strategies Student Review - Number and Operations in Base Ten (CSG5NBTSE). Grade 5 Combined Strategies Student Review - Measurement & Data and Geometry (CSG5MDGTE). Grade 5 Combined Strategies Teacher Review - Measurement & Data and Geometry (CSG5MDGSE).

Big Ideas Grade 6 Teacher Project Guide (PGG6TE). Big Ideas Grade 6 Student Project Guide (PGG6SE). Grade 6 STEM Teacher Project Guide (SPGG6TE). Grade 6 STEM Student Project Guide (SPGG6SE). Grade 6 Combined Strategies Teacher Review - Volume 1 (CSG6V1TE). Grade 6 Combined Strategies Student Review - Volume 1 (CSG6V1SE). Grade 6 Combined Strategies Teacher Review - Volume 2 (CSG6V2TE). Grade 6 Combined Strategies Student Review - Volume 2 (CSG6V2SE).

Big Ideas Grade 7 Teacher Project Guide (PGG7TE). Big Ideas Grade 7 Student Project Guide (PGG7SE). Grade 7 STEM Teacher Project Guide (SPGG7TE). Grade 7 STEM Student Project Guide (SPGG7SE). Grade 7 Combined Strategies Teacher Review - Volume 1 (CSG7V1TE). Grade 7 Combined Strategies Student Review - Volume 1 (CSG7V1SE). Grade 7 Combined Strategies Teacher Review - Volume 2 (CSG7V2TE). Grade 7 Combined Strategies Student Review - Volume 2 (CSG7V2SE).

Big Ideas Grade 8 Teacher Project Guide (PGG8TE). Big Ideas Grade 8 Student Project Guide (PGG8SE). Grade 8 STEM Teacher Project Guide (SPGG8TE). Grade 8 STEM Student Project Guide (SPGG8SE). Grade 8 Combined Strategies Teacher Review - Volume 1 (CSG8V1TE). Grade 8 Combined Strategies Student Review - Volume 1 (CSG8V1SE). Grade 8 Combined Strategies Teacher Review - Volume 2 (CSG8V2TE). Grade 8 Combined Strategies Student Review - Volume 2 (CSG8V2SE).

iMast STEM Guides (IMAST). STEAM into Big Ideas Mathematics - Implementation Guide (IGCG).

Environmental Principles and Concepts Activity Book (ECP). K–5 - Assessment Generator (AGK5). 6–8 - Assessment Generator (AG68). Interactive Assessment tool (IST). Interactive Homework System (IHS). Intervention Focus Tutorial (IFT). Big Ideas - Math Online STEAM Library - Elementary. Big Ideas - Math Online STEAM Library – Middle. Big Ideas - Inclusive Community Reader Activity Library. Big Ideas - Inclusive Community Math After School Math Club Library. Big Ideas - Inclusive Community Math After School PSHE Library. Big Ideas - Inclusive Community Math Literacy and Reteach Library. Big Ideas - Inclusive Community Preferred Supplier 'Didax' Library. Big Ideas - Inclusive Community Homework and Applied Math Library. Big Ideas - Teacher Support - Blackline Master. Big Ideas - Teacher Support. Big Ideas - Environmental Principles and Concepts. Big Ideas - Online Assessment Library K–8.

#### Recommendation:

*STEAM into Big Ideas Mathematics* is recommended for adoption for grades K–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 K, Teacher Project Guide, Counting, Sorting and Comparing pp. 1–11
  + Criterion 1.1: Grade 1, Teacher Project Guide, Student Skills pp. 151–213
  + Criterion 1.1: Grade 2, Teacher Project Guide, Combined Strategies Student Review, Operations & Algebraic Thinking, pp. 142–157
  + Criterion 1.1: Grade 3, PGG3TE, Projects pp. 591–613
  + Criterion 1.1: Grade 4, PGG4TE, Projects pp. 1–202
  + Criterion 1.1: Grade 5, SPGG5TE, Cryptology pp. 1–14
  + Criterion 1.1: Grade 6, PGG6TE, Student Skills pp. 219–227
  + Criterion 1.1: Grade 7, PGG7TE, Projects pp. 1–264
  + Criterion 1.1: Grade 8, PGG8TE, Student Skills pp. 227–245
  + Criterion 1.2: Grade 6, PGG6TE, Projects pp. 1–18
  + Criterion 1.2: Grade 7, PGG7TE, Projects pp. 56–86
  + Criterion 1.2: Grade 8, PGG8TE, Projects pp. 1–22
  + Criterion 1.3: Grade 3 Teacher Project Guide - Vocabulary p. 29
  + Criterion 1.4: Grade 4 Teacher Project Guide - Environmental Principles and Concepts Project pp. 554–575
  + Criterion 1.4: Grade 5 Teacher Project Guide - Project - Climate Change pp. 22–40

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.2: Grade 6, Online Teacher Support Library - Scope and Sequence <http://www.tpspublishing.com/my-resources/index.php?menu=1243&resource=5984&page=1>
  + Criterion 2.4, Grade K, Teacher Project Guide, Big Idea 2: How Many?, Project Counting, Reflection p. 38
  + Criterion 2.4, Grade 8, Teacher Project Guide, Extreme Weather, Reflection p. 29
  + Criterion 2.4: IFT - Intervention Focus Tutorial <https://www.tpspublishing.com/math-adoption/CA13/focus-tutorial/index.php>

#### 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 2, Mathematics Assessment Teacher Edition p. 1
  + Criterion 3.2: Grade 5, AGK5 - Assessment Generator by Standard and by Skill Levels
  + Criterion 3.3: Grade 4, Teacher Project Guide - SMP Assessments pp. 576–598
  + Criterion 3.4: Grade 3, PGG3TE - Lesson plan - Entry, Developing, Mastery pp. 4–5
  + Criterion 3.5: Grade 4, PGG4TE - Projects - Performance Tasks pp. 371–377

#### 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 8, Project Guide Introduction pp. xiv–xix
  + Criterion 4.2: Grade 2, PGG2TE - ELD Support, SEN Support, Language Journal, At Home and in the Community & Language Goals pp. 6–8
  + Criterion 4.2: Grade 6, Combined Strategies Student Review, pp. 179–188
  + Criterion 4.4: Grade 7, Teacher Project Guide - ESL Support, SEN Support, At Home and in the Community p. 12

#### 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: VMP - Vertical Mathematics Plan <http://www.tpspublishing.com/my-resources/index.php?menu=1240&resource=6031&page=1>
  + Criterion 5.3: Grade 1 Online Teacher Support Library - Pacing Plans-sample <http://www.tpspublishing.com/my-resources/index.php?menu=1241&resource=6051&page=1>
  + Criterion 5.4: Grade 4 Teacher Project Guide Scope and Sequence pp. li–lxiv
  + Criterion 5.5: Grades 6–8 Big Ideas Assessment Data Base by Standard [tpspublishing.com/CA\_Math25/math-6-8-assessment/start.htm?grd=1](https://www.tpspublishing.com/CA_Math25/math-6-8-assessment/start.htm?grd=1)

#### 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 | 2 | Combined Strategies Teacher Review: Operations & Algebraic Thinking | p. 14 | (sentence is cut off at the end of the page) | Complete the sentence. | Sentence in incomplete. |

#### Social Content Citations

None

## Algebra 1

### Accelerate Learning, Inc., Math Nation California, Algebra 1

#### Program Summary:

The *Math Nation California* Algebra 1 program includes the following: Student Edition (SE); Teacher Edition (TE); Math Nation+.

#### Recommendation:

*Math Nation 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: TE Unit 4 Lesson 3, Interpreting and Using Function Notation <https://stem.acceleratelearning.com/mathnation/coursework/19396/abd1bcd3-419c-3fc5-9e5c-2ae7b06e5a79/d4bcf942-9605-3e26-93bf-8bb6c148508d/bbd86da2-3894-3cef-a805-d6fbf3d867b5> (F-IF.2, F-IF.4, SMP2, SMP3, SMP6)
  + Criterion 1.1: TE Unit 7 Lesson 7, Projectile Motion <https://stem.acceleratelearning.com/content/California_Algebra_1_TE_19396/California_Algebra_1_TE_1753887224/web_resources/other/d949623f-cf4b-3358-b0c6-38d90f7a7d8c/c4712824-f837-3cd3-9c1b-0fbc26870e61_CAA10707TG.pdf> (F-LE.6, SMP1, SMP2, SMP4, SMP7)
  + Criterion 1.2: TE Unit 5 Lesson 7, Interpreting Exponential Functions (<https://stem.acceleratelearning.com/content/California_Algebra_1_TE_19396/California_Algebra_1_TE_1753887224/web_resources/other/e996c5ed-b5ed-3623-a16b-4e7fee4c92af/f52ce649-7668-318b-94ff-dad36a375760_CAA10507TG.pdf>)
  + Criterion 1.3: SE Unit 6 Lesson 6, Collaborate Activity, pp. 375–382 (<https://stem.acceleratelearning.com/mathnation/coursework/16721/f3121614-d3e7-3c22-a014-b1468914b842/d5f71be7-b383-3821-80fa-f735bb0109b3/a3a21f90-c8a7-34e8-b21f-7abadde48bbd>)
  + Criterion 1.4: TE Unit 3 Lesson 3, Exploration Activity Associations in Categorical Data (<https://stem.acceleratelearning.com/content/California_Algebra_1_TE_19396/California_Algebra_1_TE_1753887224/web_resources/other/b5f2a378-d2b7-3638-9159-6649100a0c28/fb69a1e5-e360-3b08-a83a-379c53f9f586_CAA10303TG.pdf>)
  + Criterion 1.4: TE Unit 0 California Environmental Principles and Concepts (<https://stem.acceleratelearning.com/content/California_Algebra_1_TE_19396/California_Algebra_1_TE_1753887224/web_resources/other/dd343778-98dd-369d-a5c6-e884f0b5b7c5/d117d0c4-c8c3-36cc-a9b7-18007152813a_EPandCsByLesson.pdf>)

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.1: TE Unit 0 Course Guide, Big Ideas and Standards <https://stem.acceleratelearning.com/mathnation/coursework/19396/f0a4f88b-ff45-3447-bb35-840f6c0627a5/bmic0198041f6d9a755fa065f8752f3a/b94f795a-3fbf-3f4e-af91-28b6798211d8>
  + Criterion 2.2: TE Unit 3 Lesson 4, Exploration Activity: Orange You Glad We’re Boxing Fruit <https://stem.acceleratelearning.com/content/California_Algebra_1_TE_19396/California_Algebra_1_TE_1753887224/web_resources/other/da6bf503-c522-3985-ac59-cb41231b5e61/acfd8fc8-de62-3994-b51e-fd9b4fc258b9_CAA10304TG2.pdf>
  + Criterion 2.3: TE Unit 5 Lesson 12, Interest Compounding at Different Intervals <https://stem.acceleratelearning.com/content/California_Algebra_1_TE_19396/California_Algebra_1_TE_1753887224/web_resources/other/b306ebb3-22bd-3487-ada8-4151cad20f49/b3169a86-2a1b-3059-818a-91c54fe7b182_CAA10512TG.pdf>
  + Criterion 2.4: Math Nation+ Unit 9 <https://stem.acceleratelearning.com/mathnation/coursework/16722/e8c284dc-22bc-355c-9eaf-e201f1360b10/b3de6d9a-d528-3d5a-a67b-afcde7dfb451>
  + Criterion 2.5: SE Unit 6 Lesson 3, Negative Rational Exponents, pp. 351–357 <https://stem.acceleratelearning.com/mathnation/coursework/19395/d033e004-088a-39eb-ba22-f2e76207386f/cbe7e749-13ed-3d43-9f4f-c0cea3716b1d/d5d1f0aa-482d-36fc-80ed-f5a44936189a>

#### 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: TE Unit 1 Lesson 1, Cool Down: Categorizing Questions <https://stem.acceleratelearning.com/content/California_Algebra_1_TE_19396/California_Algebra_1_TE_1753887224/web_resources/other/ca8b1e25-d458-3dd4-8ffe-fb980852d289/d34d35f8-3995-3751-9782-7da5c10e620a_CAA10101TG1.pdf>
  + Criterion 3.2: TE Unit 0 Assessment Overview <https://stem.acceleratelearning.com/mathnation/coursework/19396/f0a4f88b-ff45-3447-bb35-840f6c0627a5/bmic0198041f6d9a755fa065f8752f3a/a58d6e97-2fd8-3c99-b3aa-67d1f587b4ab>
  + Criterion 3.4: TE Unit 0 How to Assess Progress <https://stem.acceleratelearning.com/mathnation/coursework/19396/f0a4f88b-ff45-3447-bb35-840f6c0627a5/bmic0198041f6d9a755fa065f8752f3a/a58d6e97-2fd8-3c99-b3aa-67d1f587b4ab>
  + Criterion 3.6: TE Unit 7 Check Your Readiness <https://stem.acceleratelearning.com/content/California_Algebra_1_TE_19396/California_Algebra_1_TE_1753887224/web_resources/other/f08aeb99-63c3-369a-bd1c-e39495162e3e/b8e9d3bf-cc05-316f-831d-bb3f77cce655_ReadinessCheckUnit7AnswerKey1.pdf>

#### 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: TE Unit 0 Supporting English Learners and Supporting Students with Disabilities (<https://stem.acceleratelearning.com/mathnation/coursework/19396/f0a4f88b-ff45-3447-bb35-840f6c0627a5/bmic0198041f6d9a755fa065f8752f3a/a58d6e97-2fd8-3c99-b3aa-67d1f587b4ab>)
  + Criterion 4.3: TE Unit 0, Instructional Routines (<https://stem.acceleratelearning.com/mathnation/coursework/19396/f0a4f88b-ff45-3447-bb35-840f6c0627a5/bmic0198041f6d9a755fa065f8752f3a/c3decdea-a57f-3acc-bb41-8755c9edc737>)
  + Criterion 4.6: TE Unit 9 Lesson 9, Operations with Functions: Are You Ready for More (<https://stem.acceleratelearning.com/content/California_Algebra_1_TE_19396/California_Algebra_1_TE_1753887224/web_resources/other/d1e64a28-6c1c-3c83-9bfb-ec902f4c4c4b/d1ce56c9-8fa1-3b85-b064-33e1ca9e749d_CAA10909TG.pdf>)
  + Criterion 4.7: SE Unit 5 Lesson 3, Understanding Decay, p. 221 (<https://stem.acceleratelearning.com/content/California_Algebra_1_TE_19396/California_Algebra_1_TE_1753887224/web_resources/other/c56e32f1-7caa-326c-9bbb-17a02fb5e5d1/c607d69f-e797-3f6c-b062-5e92988ec141_ALG1Unit5Lesson03.pdf>)

#### 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: TE Unit 0 About These Materials <https://stem.acceleratelearning.com/mathnation/coursework/19396/f0a4f88b-ff45-3447-bb35-840f6c0627a5/bmic0198041f6d9a755fa065f8752f3a/a88f512f-33b5-3714-a8d3-591d8046524b>
  + Criterion 5.2: TE Unit 8 Lesson 3, How Many Solutions? <https://stem.acceleratelearning.com/content/California_Algebra_1_TE_19396/California_Algebra_1_TE_1753887224/web_resources/other/f1e81972-7db6-350d-b66d-9c5c35e078a5/ff7b2aa6-4b8a-3359-84ca-a5bc3cd82018_CAA10803TG.pdf>
  + Criterion 5.3: TE Unit 1 Lesson 6, Technological Graphing <https://stem.acceleratelearning.com/mathnation/coursework/19396/fde67543-0f9e-3864-9484-fec76b2ff703/d9d145af-0d4a-313c-a9b0-f929f86c58b3/e7488254-1a2b-382d-9cea-37cca7f7aa38>
  + Criterion 5.3: TE Unit 6 Lesson 7, Lesson at a Glance <https://stem.acceleratelearning.com/mathnation/coursework/19396/f9217663-37c3-3b9f-a166-5d1ee6f57e56/c8dc4702-8c09-3cc7-a28c-8cd1093fd927/a01f0597-9edb-3c3a-a2f1-a9a7b52beb6d>
  + Criterion 5.8: TE Unit 7 Lesson 6, Building Quadratic Functions to Describe Situations (Part 3), Possible Responses <https://stem.acceleratelearning.com/content/California_Algebra_1_TE_19396/California_Algebra_1_TE_1753887224/web_resources/other/f9ecf8d7-cfe3-39b9-acc6-8a166551ebf2/c011e5d5-146b-3257-9655-d0953308a9b8_CAA10706TG.pdf>

#### Edits and Corrections:

None

#### Social Content Citations

None

### Agile Mind Educational Holdings, Inc, California Algebra 1, Algebra 1

#### Program Summary:

The *California Algebra 1* program includes the following: Topic# Lesson# (T# L#); Lesson Activitypages (LA p#); Student Activity Sheet (SAS Q#); Constructed Response# (CR#)   
***Note:*** *LA pages are supported by Deliver Instruction for educators and by SAS Qs when appropriate.*

#### Recommendation:

*California Algebra 1* 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 I, Example: T1 L1 Overview and Representing Data, see Deliver Instruction, Lesson Activities, and Practice
* Criterion 1.1: Algebra I, Example: T6 L3 Rate of Change, see Deliver Instruction, Lesson Activities, and Practice
* Criterion 1.2: Algebra I, T7 L4 and T7 L5, all LA pages
* Criterion 1.3: Algebra I, T17 L8, all pages of LA and T17 L8 SAS answer key
* Criterion 1.4: Algebra I, T7 L6, CR1

#### Criteria Category 2: Program Organization

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

##### Citations:

* Criterion 2.1: Algebra I, T10 L3 Deliver Instruction
* Criterion 2.2: Algebra I, Professional Support Tab, Course Planning & pacing, Algebra 1 Big Ideas Document
* Criterion 2.4: Algebra I, Appendix: Solidifying your fluency with computation lessons.
* Criterion 2.5: Algebra I, T9 L3 Deliver Instruction, Language Strategies
* Criterion 2.6: Algebra I, SE, Course Materials Tab, Alignment to Standards.

#### 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 I, T16 L4, Deliver Instruction
* Criterion 3.1: Algebra I, T16 L4, MARS Task with rubric
* Criterion 3.2: Algebra I, T12 L11, CR2 answer key
* Criterion 3.3: Algebra I, T10 L3, MARS Task: Pathways
* Criterion 3.6: Algebra I, T10 Staying Sharp 1 and T14 L2, Deliver Instruction, see Differentiation note for pp. 5–6

#### 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 I, T7 L1, Deliver Instruction Tab, Lesson Activities, Support for ELL/other populations
* Criterion 4.2: Algebra I, T1 Prepare Instruction, see Teaching Special Populations of Students
* Criterion 4.3: Algebra I, T5 L9, Deliver Instruction, see Lesson Activities, P2 advice and Differentiation note
* Criterion 4.4: Algebra I, T3 L1, Deliver Instruction, see Literacy strategy note

#### 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 I, see Course Rationale (<https://trainreview3.agilemind.com/LMS/content/work/algebra1_ca_z/resources/Algebra_I_CA_Course_Rationale.pdf>)
* Criterion 5.2: Algebra I, T3 L3, Deliver Instruction, see P3 advice “Classroom strategy” note
* Criterion 5.3: Algebra I, Professional Support click on tab Course Planning & Pacing, then click on tab Scope & Sequence (<https://trainreview3.agilemind.com/LMS/content/work/algebra1_ca_z/resources/AlgI_CA_CCSS_SS_2025-26.pdf>)
* Criterion 5.5: Algebra I, T8, CR1 answer key and T9, Staying Sharp answer key
* Criterion 5.10: Algebra I, Professional Support click on tab Going Beyond this Course and T5, L1, Deliver Instruction see Teacher Corner

#### Edits and Corrections:

None.

#### Social Content Citations

None.

### Amplify Education, Inc., Amplify Desmos Math California, Algebra 1

#### Program Summary:

The *Amplify Desmos Math California, Algebra 1* program includes the following: Teacher Edition (TE); Student Edition (SE); Assessment Resources (AR); Intervention, Extension, and Investigation Resources (IEIR); Math Language Development Resources (MLDR); Additional Practice Resources (APR); Additional Practice Student Workbook (APSW); Student Digital License (SDL); Teacher Digital License (TDL).

#### Recommendation:

*Amplify Desmos Math California, Algebra 1* 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:
* N-RN.1 SE Vol. 2, Thinking Rationally, p. 743
* A-APR.1 SE Vol. 2, Sums and Differences, p. 967
* Criterion 1.2: SE Vol. 2, Warm Up, p. 596
* Criterion 1.3: SE Vol. 2, Summary, p. 729
* Criterion 1.4: TE Vol.1, Unit 1 Lesson 7, p. 57a

#### Criteria Category 2: Program Organization

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

##### Citations:

* Criterion 2.1: TE Vol. 1, Unit 1, p. 9A
* Criterion 2.4: SE Vol. 1, Unit 2 Lesson 7, p. 123
* Criterion 2.5: TE Vol. 1, Unit 2 Lesson 6 Lesson at a Glance, p. 116B; TE Vol. 1, Unit 2 Lesson 6 Warm Up, p. 116
* Criterion 2.6: TE Vol. 1, Unit 1 Lesson 3 Activity 2, pp. 26–32
* Criterion 2.8: TE Vol. 2, Unit 6 Unit at a Glance, p. 658

#### 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: TE Vol. 1, Unit 3 Lesson 18 Show What You Know, p. 362A
* Criterion 3.2: AR, Unit 7 End of Unit Test, p. 368
* Criterion 3.4: TE Vol. 2, Unit 4 Sub-unit Quiz, p. 378
* Criterion 3.5: TE Vol. 2, Assess and Respond: Pre-unit Check, pp. 549N–549O
* Criterion 3.6: TE Vol. 2, Activity 1, p. 672

#### 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: TE Vol.1, Math Language Development, p. 47A
* Criterion 4.1: TDL Unit 1 Lesson 6 Unit Overview, Algebra 1 Glossary (English/Espanol)
* Criterion 4.3: TE Vol. 2, Unit 6 Lesson 5, p. 694
* Criterion 4.4: MLDR, Unit 1 Activity 3, pp. 10–11
* Criterion 4.5: MLDR, Unit 8 Lesson 14, p. 284
* Criterion 4.7: TE Vol. 1 (all)

#### 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: TE Vol. 1, Facilitating Lesson Activities, p. xxxiii
* Criterion 5.3: TE Vol. 1, Scope and Sequence, pp. xxii–xxiv
* Criterion 5.4: TE Vol. 1, Program Architecture, p. xxv
* Criterion 5.5: SE Vol. 1, Unit 5 Lesson 3, p. 573
* Criterion 5.8: SE Vol. 1, Unit 1 Lesson 1 Activity 1, p. 10

#### Edits and Corrections

None

#### Social Content Citations

None

### Barobo, Inc., RoboBlocky Math: Algebra 1

#### Program Summary:

The *RoboBlocky Math: Algebra 1* program includes the following: RoboBlocky Website.

#### Recommendation:

*RoboBlocky Math: Algebra 1* 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, Lesson 13.1 Solves Systems of Linear Equations by Graphing, <https://review.roboblocky.com/lessonPlan.php?curriculum=M:82&section=13.1>
  + Criterion 1.2: Algebra 1, Lesson 12.3 Big Idea Project: Food Truck Business, <https://review.roboblocky.com/curriculum/math/alg1/340.php>
  + Criterion 1.3: Algebra 1, Lesson 23.7 Big Idea Project EEI: Greenhouse Gas Emissions, <https://review.roboblocky.com/lessonPlan.php?curriculum=M:82&section=23.7>
  + Criterion 1.4: Algebra 1, Summary of TK–12 RoboBlocky Math, <https://barobo.s3.us-east-1.amazonaws.com/roboblocky/SMP-CCSS-AlignmentForRoboBlockyMath/SMP-CCSS-AlignmentForRoboBlockyMathAlgebra1.pdf>

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.7: Algebra 1, Lesson 2.7: Big Idea Project: Buying Your First Car, <https://review.roboblocky.com/lessonPlan.php?curriculum=M:82&section=2.7>
  + Criterion 2.2: Algebra 1, Lesson 18.7: Big Idea Project: Cost of College, <https://review.roboblocky.com/lessonPlan.php?curriculum=M:82&section=18.7>
  + Criterion 2.2: Algebra 1, Lesson 1.1: Variables in Algebra and Their Application in Computing, <https://review.roboblocky.com/lessonPlan.php?curriculum=M:82&section=1.1>
  + Criterion 2.1: Algebra 1, Lesson 12.3 Big Idea Project: Food Truck Business
  + Criterion 2.3: Algebra 1, Lesson 23.7 Big Idea Project EEI: Greenhouse Gas Emissions

#### 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, 13.3.3: Solving Systems of Linear Equations by Substitution Step-by-Step, <https://review.roboblocky.com/curriculum/math/alg1/354.php>
  + Criterion 3.2: Algebra 1, 5.3: Properties of Rational Exponents, <https://review.roboblocky.com/curriculum/math/alg1/157.php>
  + Criterion 3.3: Algebra 1, Instructor’s Guide: P–Prompts: Send Prompts to Students, <https://review.roboblocky.com/curriculum/math/alg1/>
  + Criterion 3.4: Algebra 1, End of the Year Standardized Math Assessments (located at the bottom of page)

#### 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 4.5: Algebra 1, Curriculum Overview (see drop down menu to select languages), <https://review.roboblocky.com/lessonPlan.php?curriculum=M:82>
  + Criterion 4.1: Algebra 1, Curriculum Overview (see *General Differentiations*), <https://review.roboblocky.com/lessonPlan.php?curriculum=M:82>
  + Criterion 4.2: Algebra 1, Curriculum Overview (see *Information for Families*), <https://review.roboblocky.com/lessonPlan.php?curriculum=M:82>
  + Criterion 4.3: Algebra 1, Lesson 15.7 Big Idea Project: Food Truck Business, <https://review.roboblocky.com/lessonPlan.php?curriculum=M:82&section=15.7>
  + Criterion 4.4: Algebra 1, RoboPlay Challenge Competitions, <https://review.roboblocky.com/curriculum/math/alg1/695.php>
  + Criterion 4.7: Algebra 1, Instructor’s Guide: Edit an Assignment, <https://review.roboblocky.com/curriculum/math/alg1/>

#### 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, Chapter Guide: Chapter 2: Solve and Model Simple Algebraic Equations (see *Section Implementation, Pacing Information, and Differentiation*), <https://review.roboblocky.com/lessonPlan.php?curriculum=M:82&section=2.3>
  + Criterion 5.2: Algebra 1, Instructor’s Guide: Chapter 4: Strategy and Pedagogy, <https://review.roboblocky.com/lessonPlan.php?curriculum=M:82&chapter=4>
  + Criterion 5.3: Algebra 1, Lesson 0.6: Save and Load Programs and Submit Assignments, <https://review.roboblocky.com/curriculum/math/alg1/>
  + Criterion 5.7: Algebra 1, Instructor’s Guide: Edit an Assignment, <https://review.roboblocky.com/u/5117.php>
  + Criterion 5.9: Algebra 1, Graphical Organizers for RoboBlocky Curriculum, <https://review.roboblocky.com/u/13060.php>

#### Edits and Corrections:

None.

#### Social Content Citations

None.

### Big Ideas Learning, LLC, Algebra 1 Concepts & Connections for California, Algebra 1

#### Program Summary:

The *Algebra 1 Concepts & Connections for California* program includes the following: Student Edition (SE), Teaching Edition (TE), Digital Experience (DE), Instructional Guide (IG).

#### Recommendation:

*Algebra 1 Concepts & Connections for 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, IG, Standards Map, pp. x–xxxix
  + Criterion 1.1: Algebra 1, SMP 7, SE, Investigate, p.443
  + Criterion 1:1: Algebra 1, F-IF.7e, SE, pp. 305–312
  + Criterion 1.2: Algebra 1, SE, Big Ideas of the Chapters, pp. 57, 237, 525
  + Criterion 1.3: Algebra 1, SE, Key Concept, pp. 4, 211, 216, 307
  + Criterion 1.4: Algebra 1, SE, Water Conservation, p. 18
  + Criterion 1.4: Algebra 1, IG, Environmental Principle, pp. 5, 166, 434

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.2: Algebra 1, SE, Investigate, pp. 3, 123, 183, 377
  + Criterion 2.2: Algebra 1, IG, Investigate, pp. 5, 91, 135, 286
  + Criterion 2.3: Algebra 1, DE, Chapter 1, STEM Performance Task, STEM Video (<https://myadamath.com/curriculum/plan?courseGUID=ac434df5-8fd8-40ee-8875-52bdfb3d04f2&classGUID=90f457fa-001a-11f0-9902-12c2ad3bd0a9&dashboard=0>)
  + Criterion 2.3: Algebra 1, SE, Performance Task, pp. 464–465
  + Criterion 2.4: Algebra 1, IG, Support for All Learners, pp. 106, 244, 382
  + Criterion 2.6: Algebra 1, IG, Learning Targets and Success Criteria, pp. 0, 130, 314

#### 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, Performance Tasks, pp. 176–177, 286–287, 348–349
  + Criterion 3.2: Algebra 1, DE, Multi-Chapter Tests (<https://myadamath.com/curriculum/plan?courseGUID=ac434df5-8fd8-40ee-8875-52bdfb3d04f2&classGUID=90f457fa-001a-11f0-9902-12c2ad3bd0a9&dashboard=0>)
  + Criterion 3.3: Algebra 1, SE, Connecting Big Ideas, pp. 178–179, 350–351, 466–467
  + Criterion 3.4: Algebra 1, IG, Differentiating Instruction, pp. 191, 207, 275
  + Criterion 3.5, Algebra 1, SE, Practice, pp. 487–488
  + Criterion 3.6, Algebra 1, IG, Paul’s Notes, pp. 13, 50–51

#### 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, IG, English Learner Support, p. 93
  + Criterion 4.1: Algebra 1, IG, SEL Connection, pp. 18, 105, 272
  + Criterion 4.3: Algebra 1, IG, Support for All Learners, pp. 31, 155, 306
  + Criterion 4.4: Algebra 1, IG, California English Language Development Standards, pp. xl– xli, 4, 43, 139
  + Criterion 4.6: Algebra 1, DE, Algebra 1, Chapter 3, Lesson 3.2, Tier 1 Support, Dig Deeper PDF <https://myadamath.com/curriculum/plan?courseGUID=ac434df5-8fd8-40ee-8875-52bdfb3d04f2&classGUID=90f457fa-001a-11f0-9902-12c2ad3bd0a9&dashboard=0>
  + Criterion 4.7: Algebra 1, SE, Investigate, p. 363

#### 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, IG, Coherence Through the Grades, p. 40
  + Criterion 5.3: Algebra 1, DE, Chapter 2, Lesson Plan PDFs <https://myadamath.com/curriculum/plan?courseGUID=ac434df5-8fd8-40ee-8875-52bdfb3d04f2&classGUID=90f457fa-001a-11f0-9902-12c2ad3bd0a9&dashboard=0>
  + Criterion 5.9: Algebra 1, SE, Investigate, p. 355
  + Criterion 5.10, Algebra 1, IG, Paul’s Notes, pp. 2, 6

#### 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 | DE, Chapter 7, Big Idea Task #3c pdf | <https://myadamath.com/curriculum/plan?courseGUID=ac434df5-8fd8-40ee-8875-52bdfb3d04f2&classGUID=90f457fa-001a-11f0-9902-12c2ad3bd0a9&dashboard=0> | X+9x+1 | X² +9x+1 | Typo |
| 2 | Algebra 1 | Answer Guide, India’s Notes, SEL Connection | p. 30 | Do love speaking in front of people? | Do you love speaking in front of people? | Typo |

#### Social Content Citations

None

### Carnegie Learning, California ClearMath, Algebra 1

#### Program Summary:

The *California ClearMath* Algebra 1 program includes the following: Teacher’s Implementation Guide Overview (TIGO); Teacher’s Implementation Guide--organized by Module, Topic, and Lesson (Access in TIG: M#, T#, L#); MATHia Workspaces in Clear Learning Center--organized by Module, Topic, and Lesson (Access in CLC: M#, T#, L#); Student Edition (SE): Multilingual Learner Support Handbook (MLSH).

#### Recommendation:

*California ClearMath* 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: Access in TIG: M1, T1, A Picture Is Worth a Thousand Words, p. 3 (A-NQ1, A-NQ2, A-FIF4, SMP4, SMP5)
  + Criterion 1.1: SE M2, T7, L3, Play Ball! Absolute Value Equations and Inequalities, pp. 243–251 (A-CED.1, A-CED.2, A-CED.2, A-REI.3.1, A-REI.11, F-IF.7b, SMP 2, SMP 3, SMP 4, SMP 7, SMP 8)
  + Criterion 1.2: TIGO, Introducing Foundations for Effective Math Instruction, pp. 74–80
  + Criterion 1.3: SE: M5, T12, L7, You Lose Some, You Lose Some, pp. 455–461
  + Criterion 1.4: Access in CLC: M4, T11, L4, Jumping to Conclusions (Waste Management)

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.1: TIGO, Aligning with CA-CCSSM and Big Ideas, p. 10
  + Criterion 2.3: Access in CLC: M1, T3, End-of-Topic-Assessments, Performance Task
  + Criterion 2.4: TIGO Monitoring Student Progress, p. 70 <https://explore.carnegielearning.com/view/114596871/72/#zoom=true>
  + Criterion 2.5: TIGO, A Three-Part Lesson Structure, pp. 14–15

#### 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: TIGO, The Assessment Suite, p. 90
  + Criterion 3.1: Access in CLC: M2, T7, MATHia Playlist for the Topic
  + Criterion 3.4: Access in TIG, M1, T1, L1, Purposeful Questions, pp.4–7
  + Criterion 3.5: TIGO, Introducing Comprehensive Assessment and Data - Driven Instruction, p. 92
  + Criterion 3.6: TIGO, Unpacking a Re-Engagement, pp. 54–55 <https://explore.carnegielearning.com/view/114596871/56/>

#### 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: TIGO, Optimizing Learning Through Universal Design, p. 82
  + Criterion 4.3: TIGO, Navigating Concept Lesson Facilitation Notes, pp. 65–69
  + Criterion 4.4: MLSH, M1, T2, L1, Is There a Pattern Here?, pp. 17–19
  + Criterion 4.5: TIGO Embedding Language Development into Instruction, p. 84
  + Criterion 4.6: TIGO Unpacking a Re-Engagement Lesson, p. 54

#### 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: TIGO, Framing the Math Arc in a Module Overview, p. 61 <https://explore.carnegielearning.com/view/114596871/62/>
  + Criterion 5.2: Access in TIG, M1, T1, L4, Re-Engaging with Domain and Range, pp. 30–30B
  + Criterion 5.3: TIGO, Preparing for Instruction with the Topic Overview, pp. 62–63
  + Criterion 5.4: TIGO, Introducing the Course Sequence, pp. 20–46

#### 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 | A1 | SE | p. 497 | Consider the equation 0=2(x−5)2−1 | Consider the equation 0=2(x−5)2−1 | Reference in the quadratic unit should be a square, not times 2 (x2) |

#### Social Content Citations

None

### Curriculum Associates, Classroom Mathematics California, Algebra 1

#### Program Summary:

The *Classroom Mathematics California* Algebra 1 program includes the following: Student Worktext volume 2 (SW V2), Teacher’s Guide Volume 1 (TG V1), Teacher’s Guide Volume 2 (TG V2), Digital Teacher Toolbox (TTB), Hands‑On Activities (HOA), Universal Design for Learning (UDL), Develop Academic Language (DAL)

#### Recommendation:

*Classroom Mathematics California* is recommended for adoption for Algebra I 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 I, Correlation Charts TG-v1 pp. B7–B18 Example: Standard A-CED.3, Lesson 10, Session 2, TG-v1 pp. 319–322
* Criterion 1.2: Algebra I, Multi-Day Lesson Structure. Overview: TG-v1 pp. A12–A13. Example: TE V1 pp. 31b–38, TE V1 pp.17a–20
* Criterion 1.3: Algebra I, SW-v1 All pages
* Criterion 1.4: Algebra I, TG-v1 pp. 840–841

#### Criteria Category 2: Program Organization

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

##### Citations:

* Criterion 2.1: Algebra I, Lesson Progression TG-v2, pp. 425g–425h
* Criterion 2.2: Algebra I, Pacing Guide TG-v2 pp. A10–A11
* Criterion 2.3: Algebra I, SW-v2, p. 523
* Criterion 2.4: Algebra I, TTB Lesson 3 Tools For Instruction (TFI)
* Criterion 2.5: Algebra 1, TG-v2 pp. 455–456 (Reteach, Reinforce, Extend)

#### 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 I, HOA and Visual Models. A1 TG-V2 p. 437 HOA
* Criterion 3.2: Algebra I, Lesson Quizzes: A1 TG-V2 pp. 460a–460b, Unit Assessments: A1 TG-V2 pp. 586b–586e
* Criterion 3.5: Algebra I, Skill-based Unit Performance Tasks: A1 TG-V1 pp. 308–308a, Modeling in Action Lessons: A1 TG-V1 pp. 301a–303

Unit Reviews: A1 TG-V1 pp. 306–308a

* Criterion 3.6: Algebra I, Teacher’s Guide and provided online in the Teacher Toolbox to Reteach, Reinforce, and Extend learning.  
  A1 TG-V1 p. 338b

#### 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 I, TG-v1 pp. A24–A25 Program Overview Universal Design for Learning (UDL)
* Criterion 4.3: Algebra I, TG-v2 pp. 587g–587m Lesson Progression, Establishing Classroom Environments that Support Mathematical Discourse for ALL Learners, Language Expectations, and Models, Progressions, and Teaching Tips
* Criterion 4.4: Algebra I, TG-v2 p. 587l Language Expectations
* Criterion 4.5: Algebra I, TG-v1 p. 130 Academic Vocabulary; Cognate Support

#### 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 I, Math Background, A1 TG-V1 pp. 129m–129r
* Criterion 5.2: Algebra I, Lesson 0: Sessions for the First Three Days. A1 TTB Lesson 0
* Criterion 5.2: Algebra I, DAL Example: A1 TG-V1 p. 207a, A1, TG-V1 p. 17a
* Criterion 5.3: Algebra I, Example: TE V1 pp. 193b–195a, pp. 261b–263a
* Criterion 5.6: Algebra I, Digital Math Tools are provided for students and teachers to use to solve problems with concrete and symbolic representations. Examples of Digital Tools: A1 TTB Desmos Quick Connect, A1 TTB Graphing Calculator

#### 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 | Alg I | TE | p. 9–10 | 1-5 problem numbers | Investigate and correct. | Mismatch between TE and SE answer key.  1-5 or 1-4d |
| 2 | Alg I | SE | pp. 99–100 | 1-5 problem numbers | Investigate and correct. | Mismatch between TE and SE answer key.  1-5 or 1-4d |

#### Social Content Citations

None.

### EdGems Math, California EdGems Algebra 1

#### Program Summary:

The *California EdGems Algebra 1* program includes the following: Online Platform (OP), Interactive Text (IT), Teacher’s Guide (TG).

#### Recommendation:

*California EdGems Algebra 1* 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:
  + F-IF.9: IT Vol. 2, Unit 11.1, p. 313
  + S-ID.6: SE Vol. 2, Lesson 7.1, pp. 97–102
* Criterion 1.2: OP, Unit 3 Community Gems: Get Paid Now, Pay (A Lot) Later <https://s3.us-east-2.amazonaws.com/edgems-math/e8a98428837db6021b54a5e8941f2f343a059ada.pdf?mask=1>
* Criterion 1.3: IT Vol. 1, Unit 1, pp. 2–5
* Criterion 1.4: OP, Unit 5 Community Gems: Millions to Billions Population Growth [https://drive.google.com/file/d/1TaH2YwHkQEcaC3XUB0lYgI3xiKKFMdIk/view?usp=drive\_link](https://drive.google.com/file/d/1TaH2YwHkQEcaC3XUB0lYgI3xiKKFMdIk/view?usp=drive_link" \o "OP, Unit 5 Community Gems: Millions to Billions Population Growth )

#### Criteria Category 2: Program Organization

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

##### Citations:

* Criterion 2.1: TG, Unit Overview, pp. 376–379
* Criterion 2.2: IT Vol. 1, Lesson 5.1 Explore, p. 319
* Criterion 2.4: OP, Lesson 1.1, Solving One- and Two-Step Equations Tiered Practice <https://drive.google.com/file/d/1w0rbgwctyDI6UVdaPBJTpHgIzEcgzD-Y/view>
* Criterion 2.5: OP, Lesson 10.1 Always Sometimes Never <https://s3.us-east-2.amazonaws.com/edgems-math/d8780646a273198363554b4f6e69ce8d489fee18.pdf>
* Criterion 2.6: TG, Contents in Brief, pp. x–xv
* Criterion 2.7: OP, SMP Tracker for Students & Performance Task <https://s3.us-east-2.amazonaws.com/edgems-math/ada7e16f31fab151daec2e577c9fe0f67e93501a.pdf?mask=1>
* Criterion 2.8: TG, Pacing Guide & Program Components, pp. xxvii–xxxvii

#### 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: IT, Algebra 1 Math Practices Tracker Unit 2, p. 85 <https://drive.google.com/file/d/1R7610okDmvPrrWEP4iRP-0BcvKQDiJNh/view?usp=drive_link>
* Criterion 3.1: TG, Formative Assessment Guidance, p. 10
* Criterion 3.2: OP, Algebra 1 Unit 2 Assessment <https://drive.google.com/file/d/1LfXfzI0r-6qSiB57P-ciOb-Tp1i3kutW/view?usp=drive_link>
* Criterion 3.3: IT, Unit 9 Mathematical Practices Tracker, pp. 223–224
* Criterion 3.4: OP, Unit 3 Planning & Assessment: Readiness Check <https://s3.us-east-2.amazonaws.com/edgems-math/63e48506af8456f525a20d1ad64dde249e7ac0d0.pdf?mask=1>
* Criterion 3.5: OP, Grade-level Formative and Summative Assessments (all units)
* Criterion 3.6: TG, Deep Dive Formative Assessment Guidance, p. 192; TG Differentiation Day Guide, p. 195

#### 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: OP and IT (all units), Unit Materials: Glossary & Spanish Resources
* Criterion 4.3: TG, Lesson 5.1–5.2 Differentiation Day, p. 195
* Criterion 4.4: TG, Math Practice: Teacher & Student Moves, p. 200
* Criterion 4.5: OP, 5E Instructional Model (all units) PD Library: English Language Learner Supports <https://drive.google.com/file/d/1ZVgQwY9JoU-Ge4THMIdvggDcBDL7Bk_v/view>
* Criterion 4.6: OP, Lesson 10.1 Always Sometimes Never <https://s3.us-east-2.amazonaws.com/edgems-math/d8780646a273198363554b4f6e69ce8d489fee18.pdf>
* Criterion 4.6: OP, Algebra 1 Lesson 10.1 Challenge Practice <https://drive.google.com/file/d/17yrbIKLBx5zoHnk5tlU3zs6ueFTbaDQw/view?usp=drive_link>

#### 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: TG, Unit 6 One Variable Statistics, pp. 224–227
* Criterion 5.2: TG, Unit 6 One Variable Statistics, pp. 230–234
* Criterion 5.3: TG, Unit Overview, Launch, At-A-Glance & Deep Dive (All Units)
* Criterion 5.4: TG, Pacing Guide, p. xxvii
* Criterion 5.8: TG, p. 14; OP, Algebra 1 Lesson 1.1 Common Misconceptions <https://drive.google.com/file/d/16-7kQESoszR3PkmdBq741giwPM6M6NDM/view?usp=drive_link>
* Criterion 5.9: OP, Algebra 1 Lesson 5.1 Lesson Presentation (See Slide 6) <https://docs.google.com/presentation/d/1v3HuCB0LL7DP48u4-a6wiv9v9pZnxRIm/edit?usp=drive_link&ouid=117176190465798737750&rtpof=true&sd=true>

#### Edits and Corrections

None

#### Social Content Citations

None

### Great Minds, Eureka Math2 California Algebra 1

#### Program Summary:

The *Eureka Math2 California Algebra 1* program includes the following: Student Edition Learn (SEL); Student Edition Apply (SEA); Teacher Edition (TE).

#### Recommendation:

*Eureka Math2 California Algebra 1* 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, TE Algebra I, Module 2 Lesson 7, pp. 197–199, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Teach/Grade%209/EM2CA180_25A_TEG9_M2_173085_lores.pdf#page=199>
  + Criterion 1.2: Algebra 1, TE Algebra I, Carbon in Trees, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITIO_2025/Data%20Investigations/Grade%209/Data_Investigations_G9_TE_CarboninTrees_WCAG21.pdf>
  + Criterion 1.4: Algebra 1, TE Algebra I, Change in Forest Area, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Data%20Talks/Grade%209/Data_Talk_GA1_TE_ChangeinForestArea_WCAG21.pdf>
  + Criterion 1.2: Algebra 1, TE Algebra I, Module 4, pp. 2–10, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Teach/Grade%209/EM2CA180_25A_TEG9_M4_173108_lores.pdf#page=4>
  + Criterion 1.3: Algebra 1, TE Algebra I, Module 2, p. 19, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Teach/Grade%209/EM2CA180_25A_TEG9_M2_173085_lores.pdf#page=21>

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.1: Algebra 1, Algebra I, Scope and Sequence <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Implementation/Scope%20and%20Sequence/EM2_CA180_TE_GA1_ScopeandSequence.pdf>
  + Criterion 2.3: Algebra 1, Algebra I, United States House Tenure <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Data%20Talks/Grade%209/Data_Talk_GA1_TE_USHouseTenure_WCAG21.pdf>
  + Criterion 2.3: Algebra 1, TE Algebra I, Module 5, Lesson 17: Car Price, pp. 422–424, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Teach/Grade%209/EM2CA180_25A_TEG9_M5_173115_lores.pdf#page=424>
  + Criterion 2.5: Algebra 1, Algebra I, Modules 2 and 3, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Equip/Grade%209/EM2_CA_Equip_GA1_M2_3_TE_TeacherGuide_WCAG21.pdf>
  + Criterion 2.6: Algebra 1, SEL Algebra I, Module 5, pp. 441–444, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Learn/Grade%209/EM2CA180_25A_SELG9_M5_173955_lores.pdf#page=445>

#### 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, SEL Algebra I, Module 6, Lesson 7: Report, Reflect, Revise, p. 98, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Learn/Grade%209/EM2CA180_25A_SELG9_M6_173962_lores.pdf#page=102>
  + Criterion 3.1: Algebra 1, Algebra I, Recycling in the United States, pp. 1–2, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Performance%20Assessments/Grade%209/Performance_Assessment_G9_SE_RecyclingintheUnitedStates_WCAG21.pdf#page=1>
  + Criterion 3.3: Algebra 1, Algebra I, Social Media Jobs and Salaries, pp. 1–2, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Performance%20Assessments/Grade%209/Performance_Assessment_G9_SE_SocialMediaJobsandSalaries_WCAG21.pdf#page=1>
  + Criterion 3.4: Algebra 1, Performance Assessment Rubric, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Performance%20Assessments/Performance_Assessment_Rubric_WCAG21_v2.pdf>
  + Criterion 3.3: Algebra 1, SEL Algebra I, Module 1, Lesson 23, pp. 363–364, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Learn/Grade%209/EM2CA180_25A_SELG9_M1_173917_lores.pdf#page=367>
  + Criterion 3.2: Algebra, Algebra I Benchmark 1, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Benchmark%20Assessments/EM2_CA_GA1_BenchmarkAssessment1SampleSolutions_WCAG21.pdf>
  + Criterion 3.5: Algebra, Algebra I, Module 2 and 3, Pre-Module Assessment, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Equip/Grade%209/EM2_CA_Equip_GA1_M2_3_PreModuleAssessment_WCAG21.pdf#page=1>

#### 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: Algebra 1, SEL Algebra I, Module 1, Lesson 2: Properties of Arithmetic Tree Map, p. 22, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Learn/Grade%209/EM2CA180_25A_SELG9_M1_173917_lores.pdf#page=26>
  + Criterion 4.1: Algebra 1, Video Companion for Teachers, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Implementation/CR_teacher_resource_4PP.pdf#page=1>
  + Criterion 4.3: Algebra 1, Video: Valuing Students’ Assets and Knowledge, <https://greatminds.wistia.com/medias/v9pd6qmjrb>
  + Criterion 4.2: Algebra 1, SEL Algebra I, Module 5, Lesson 1: Exploring Patterns and Defining Sequences, pp. 7–9, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Learn/Grade%209/EM2CA180_25A_SELG9_M5_173955_lores.pdf#page=11>
  + Criterion 4.2: Algebra 1, TE Algebra I, Module 4, Lesson 25: Three Reads Routine and Universal Design for Learning: Action & Expression, p. 621, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Teach/Grade%209/EM2CA180_25A_TEG9_M4_173108_lores.pdf#page=623>

#### 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: Algebra 1, TE Algebra I, Module 2, Lesson 8: Teacher Note and Universal Design for Learning: Representation, p. 221, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Teach/Grade%209/EM2CA180_25A_TEG9_M2_173085_lores.pdf#page=223>
  + Criterion 5.2: Algebra 1, TE Algebra I, Module 1, Lesson 16: Materials, p. 343, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Teach/Grade%209/EM2CA180_25A_TEG9_M1_173078_lores.pdf#page=345>
  + Criterion 5.3: Algebra 1, TE Algebra I, Module1, Lesson 16, p. 345, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Teach/Grade%209/EM2CA180_25A_TEG9_M1_173078_lores.pdf#page=347>
  + Criterion 5.3: Algebra 1, Effectively Managing Materials in the Mathematics Classroom, <https://greatminds.wistia.com/medias/7n4dqwx4t3>
  + Criterion 5.6: Algebra 1, SEL Algebra I, Module 3, Lesson 23, pp. 459–460, <https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/%5BDO_NOT_DELETE%5D_EM2_CA_EDITION_2025/Learn/Grade%209/EM2CA180_25A_SELG9_M3_173931_lores.pdf#page=463>

#### Edits and Corrections:

None.

#### Social Content Citations

None.

### 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

### Imagine Learning LLC, Imagine IM California, Algebra 1

#### Program Summary:

The *Imagine IM California* Algebra 1 program includes the following: Teacher Guides (TG), Teacher Course Guides (TCG), Student Workbooks (SW), IL Classroom

#### Recommendation:

*Imagine IM 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: IL Classroom, Standards by Lesson, Algebra I Overview, Standards Breakdown (<https://careview.ilclassroom.com/wikis/10669208-algebra-1-standards-by-lesson?path=Wiki.26949315%2FWiki.28274424%2FWiki.10669207>)
  + Criterion 1.2: IL Classroom, Instructional Routines (<https://careview.ilclassroom.com/wikis/10567036-instructional-routines?path=Wiki.26949315%2FWiki.28274424%2FWiki.10563161%2FWiki.10567002>)
  + Criterion 1.2: TCG pp. 4–5, Instructional Design
  + Criterion 1.2: TG Unit 2 p. 8
  + Criterion 1.3: SW Unit 5 Lesson 1 p. 11
  + Criterion 1.4: TG Unit 2 pp. 4–5

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.1: IL Classroom Unit 2 Learning Narrative Videos(<https://careview.ilclassroom.com/lesson_plans/751617-alg1-2-learning-narrative-video?path=Wiki.26949315%2FWiki.28274424%2FWiki.28218946%2FWiki.25114650%2FWiki.24217257&card=17848831>**)**
  + Criterion 2.2: IL Classroom, California Big Ideas and Content Connections (<https://careview.ilclassroom.com/wikis/28340326-algebra-1-big-ideas-and-content-connections?path=Wiki.26949315%2FWiki.28274424>)
  + Criterion 2.3: IL Classroom, Inspire Math Activity Real World Connection/ CTE Standards (<https://careview.ilclassroom.com/lesson_plans/883246-alg1-1-inspire-math-video-review?card=21842597>)
  + Criterion 2.4: IL Classroom Unit 4, Lesson 4, Practice Problem (<https://careview.ilclassroom.com/lesson_plans/391447?path=Wiki.26949315%2FWiki.28274424%2FWiki.28218966%2FWiki.25114946%2FWiki.27394675&card=9284174>)
  + Criterion 2.5: IL Classroom, 5 Practices for Orchestrating Mathematical Discussions (<https://careview.ilclassroom.com/wikis/10567041-5-practices?path=Wiki.26949315%2FWiki.28274424%2FWiki.10563161%2FWiki.10567002%2FWiki.10567036>)

#### 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: IL Classroom, Modeling Prompts (<https://careview.ilclassroom.com/wikis/10567227-mathematical-modeling-prompts>)
  + Criteria 3.2: IL Classroom, How do you assess progress? (<https://careview.ilclassroom.com/wikis/10567125-how-do-you-assess-progress?path=Wiki.26949315%2FWiki.28274424%2FWiki.10563161>)
  + Criteria 3.4: IL Classroom, Use of Assessment Data: Teaching Notes (<https://careview.ilclassroom.com/lesson_plans/391467-alg1-2-12-digital-cool-down?path=Wiki.26949315%2FWiki.10669204%2FWiki.10670800%2FWiki.25114654%2FWiki.10674654&card=9284570>)
  + Criterion 3.5: TCG Assessment Guidance pp. 58–63
  + Criterion 3.6: IL Classroom, Guidance for Diagnostic Feedback: Teaching Notes (<https://careview.ilclassroom.com/lesson_plans/391467-alg1-2-12-digital-cool-down?path=Wiki.26949315%2FWiki.10669204%2FWiki.10670800%2FWiki.25114654%2FWiki.10674654&card=9284570>)

#### 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: TCG Universal Design for Learning and Access for Students with Diverse Abilities p. 47
* Criterion 4.2: IL Classroom, Support for Language Development (<https://careview.ilclassroom.com/wikis/20714037-il-classroom-s-text-to-speech>)
* Criterion 4.3: IL Classroom, Mathematical Language Routines (<https://careview.ilclassroom.com/wikis/10695477-mathematical-language-routines>)
* Criterion 4.3: IL Classroom, Developing a Math Community (<https://careview.ilclassroom.com/wikis/28595224-developing-a-math-community>)
* Criterion 4.4: IL Classroom, Family Resource Hub (<https://ilclassroom.com/resources/24002515>)
* Criterion 4.6: IL Classroom, Are you Ready for More? (<https://careview.ilclassroom.com/wikis/20470918-are-you-ready-for-more>)

#### 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:

* Criteria 5.1: TG Unit 2 Lesson 12, Lesson & Activity Narratives pp. 197–213
* Criterion 5.3: TCG Algebra I Pacing Guide p. 76
* Criterion 5.4: IL Classroom, Comprehensive Curriculum Guide <https://careview.ilclassroom.com/wikis/10563161-curriculum-guide-imagine-im-high-school?path=Wiki.26816095%2FWiki.28085088>
* Criterion 5.6: IL Classroom, Use of Digital Interactives <https://careview.ilclassroom.com/lesson_plans/912739?card=25422995>
* Criterion 5.10: IL Classroom, Unit Videos for Teachers <https://careview.ilclassroom.com/wikis/24217257-alg1-2-unit-videos-for-teachers?path=Wiki.26949315%2FWiki.28274424%2FWiki.28218946%2FWiki.25114650>

#### Edits and Corrections:

None

#### Social Content Citations

None

### Kendall Hunt Publishing, IMKH California, Algebra 1

#### Program Summary:

The *IMKH California, Algebra 1* program includes the following: Teacher Guides (TG); Student Editions (SE); Teacher Resource Copy Masters (TRCM); Units 1–3, 4–6, 7–9 Teacher Course Guides (TCG).

#### Recommendation:

*IMKH California, Algebra 1* 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: TG Unit 4 Lesson 6, Equivalent or Not, p. 119 (A-CED.3, A-REI.12; MP2)
  + Criterion 1.1: TG Unit 6 Lesson 12, Interpreting Exponential Functions, p. 744 (A-SSE.1B; F-IF.2; F-IF.5; F-IF.7E; F-IF.9; F-LE.2; MP2; MP4; MP6)
  + Criterion 1.2: TCG, Problem-Based Teaching and Learning, pp. 1–3
  + Criterion 1.3: SE Unit 5 Lesson 6, Activity 1 Walking Home, p. 138
  + Criterion 1.4: TCG, Environmental Principles and Concepts, p. 181

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.1: TCG, Connecting Big Ideas Overview, pp. 69–76
  + Criterion 2.2: TG Unit 6, Overview At A Glance, pp. 549A–555
  + Criterion 2.3: TG Unit 7 Lesson 14, Graphs That Represent Situations, pp. 253–262
  + Criterion 2.4: TCG, Universal Design for Learning and Access for Students with Disabilities, pp. 42–47
  + Criterion 2.5: TG Unit 6 Lesson 6, Responding to Student’s Thinking, p. 670

#### 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: TCG, Assessment Guidance, pp. 48–51
  + Criterion 3.1: TCG, Student Journals, pp. 55–57
  + Criterion 3.4: TG Unit 8, End-of-Unit Assessment Guidance, pp. 342–348
  + Criterion 3.5: TG Unit 5: Check Your Readiness, p. 200
  + Criterion 3.6: TG Unit 6, Lesson 1, Cool Down, p. 588

#### 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: TCG, Universal Design for Learning and Access for Students with Disabilities, pp. 42–47
  + Criterion 4.3: TG Unit 6 Lesson 6, Card Sort: Matching Descriptions to Graphs - Access for English Learners, p. 667
  + Criterion 4.4: TCG, Math Language Routines, pp. 7–12
  + Criterion 4.4: TG Unit 6 Lesson 11, Language Goals, p. 728
  + Criterion 4.5: TG Unit 3 Lesson 9, Activity Synthesis, pp.749 and 755–756
  + Criterion 4.6: TCG, Are you Ready for More?, p. 62

#### 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: TCG, Unit by Unit Overview, pp. 80–90
  + Criterion 5.3: TCG, Pacing Guide, p. 91
  + Criterion 5.7: TRCM Unit 4, Family Support Material, p. 1
  + Criterion 5.8: TG Unit 5, Respond to Student Thinking, p. 95

#### Edits and Corrections:

None

#### Social Content Citations

None

### Kiddom, Kiddom IM v.360 California, Algebra 1

#### Program Summary:

The *Kiddom IM v.360 California* Algebra 1 program includes the following: Components: Kiddom IMv.360 California Algebra 1: Student/Teacher Digital Subscription.

#### Recommendation:

*Kiddom IM v.360 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, Unit 8, Section D, Lesson 21, Activity 21.5 Cooldown Standard N-RN.3
* Criterion 1.1: Algebra 1, Unit 2, Section B, Lesson 8, Practice Problems Standards A-CED.4, A-REI.3.1
* Criterion 1.2: Algebra 1, Unit 1, Section D, Lesson 13, 13.2 Activity Standards S-ID.1, S-ID.2
* Criterion 1.3: Algebra 1, Unit 6, Section C, Lesson 9.1, Activity Synthesis Standard N-RN.1
* Criterion 1.4: Algebra 1, Unit 1, Section A, Lesson 2.1, Warm-up Activity Synthesis Standard S-ID.1

#### Criteria Category 2: Program Organization

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

##### Citations:

* Criterion 2.1: Algebra 1, Course Overview, Advancing Mathematical Language
* Criterion 2.1: Algebra 1, Unit 8, End-of-Unit Assessment
* Criterion 2.3: Algebra 1, Unit 1, Project Based Extension-Cross Curricular And Careers
* Criterion 2.5: Algebra 1, Unit 3, Section A, Lesson 1, Activity 2
* Criterion 2.5: Algebra 1, Unit 1, Section B, Lesson 5
* Criterion 2.6: Algebra 1, Unit 2, Overview, Unit Narrative

#### 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, Unit 2, Section A, Self-Assessment
* Criterion 3.1: Algebra 1, Unit 2, Section A, Lesson 2, Practice Problems
* Criterion 3.2: Algebra 1, Unit 7, Section A, Checkpoint
* Criterion 3.2: Algebra 1, Unit 7, End-of-Unit Assessment
* Criterion 3.5: Algebra 1, Assessment System, Check your Readiness, Cool-Down, Section Checkpoint, Mid-Unit Assessment, and Unit Assessment
* Criterion 3.6: Algebra 1, Unit 8, End-of-Unit Assessment

#### 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, Course Overview, Universal Design for Learning, Additional Supports for Students
* Criterion 4.1: Algebra 1, Unit 1, Lesson 5, Foundational Activity 5.2, “Heartbeats Part 1”
* Criterion 4.3: Algebra 1, Course Overview, Multilingual and English Learners
* Criterion 4.4: Algebra 1, Unit 1, Section A, Lesson 1, Activity 1.2, see Access for Students with Disabilities and Supporting Multilingual and English Learners
* Criterion 4.5: Algebra 1, Unit 2, Section A, Lesson 2, Activity 2.3, see Instructional Routines: Mathematical Language Routines 1 Stronger and Clearer Each Time
* Criterion 4.6: Algebra 1, Unit 5, Section A, Lesson 1, Activity 1.2 see Are You Ready for More?

#### 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 5.3: Algebra 1, Unit 2, Lesson 1, Timeline
* Criterion 5.4: Algebra 1, Course Overview, Course Guide
* Criterion 5.7: Algebra 1, Unit 7, Section C, Lesson 9, Practice Problems
* Criterion 5.9: Algebra 1, Course Overview, Advancing Mathematical Language, Mathematical Language Routines 2 Collect and Display

#### 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 | 2.9 | Standards by Lesson  <https://app.kiddom.co/curriculum/IM360M.CA.A1/node/88e2f79f-1c89-11f0-929d-06b7c2a50971> | (See Table - Missing References) | HSN-RN.2  Unit 6, Lesson 9  Unit 6, Lesson 10  HSF-IF.3  Unit 7, Lesson 2  HSA-APR.1  Unit 7, Lesson 8  Unit 7, Lesson 9  Unit 7, Lesson 9 | Missing references to required math content standards. |
| 2 | Algebra 1 | 2.9 | Lessons to Standards  <https://app.kiddom.co/curriculum/IM360M.CA.A1/node/aee3c45a-1c89-11f0-8662-02fe2bddb0a9> | (See Table - Missing References) | HSN-RN.2  Unit 6, Lesson 9  Unit 6, Lesson 10  HSF-IF.3  Unit 7, Lesson 2  HSA-APR.1  Unit 7, Lesson 8  Unit 7, Lesson 9  Unit 7, Lesson 9 | Missing references to required math content standards. |

#### Social Content Citations

None.

### McGraw Hill, California Reveal™ Algebra I

#### Program Summary:

The *California Reveal™ Algebra I* program includes the following: SE: Student Edition, TE V1: Teacher’s Edition Volume 1; TE V2: Teacher’s Edition Volume 2, PPT: PowerPoint; OD: Online Dashboard.

#### Recommendation:

*California Reveal™ Algebra I* 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:
  + F-BF.3: SE, Transformation of Quadratic Functions, pp. 489–497
  + A-REI.12: SE, System of Inequalities, pp. 311–315
* Criterion 1.2: TE V1, Unit 2 Overview pp. 52c–52d
* Criterion 1.3: TE V1/V2, Unit Overview (All Units)
* Criterion 1.4: SE, Mathematical Modeling, pp. 229, 321, 555

#### Criteria Category 2: Program Organization

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

##### Citations:

* Criterion 2.2: OD, Program Resources: Observational Checklist
* Criterion 2.4: TE V1, Unit 3: Unit Readiness Assessment, p. 112h
* Criterion 2.5: TE V1, Unit 2: Explore and Develop: Pose Purposeful Questions, p. 70
* Criterion 2.6: TE V1, Unit 1 Unit Planner, pp. 2a–2b
* Criterion 2.7: SE, Standards, pp. S1–S8
* Criterion 2.8: OD, Scope and Sequence, <https://my.mheducation.com/secure/reviewer/5ae1a706-9b65-430f-9ba2-f74e229f632c/ef87388b-f347-40e6-90da-ed0c97e1d87f/041c58e2-834a-40bf-9e8d-412eebd65c38/staticasset?absassetid=bf06b9feaebc47de91d93117f7e2d7a6>
* Criterion 2.9: TE V1/V2, Table of Contents, pp. vi–xvi

#### 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: SE, Practice Performance Task, p. 50; TE V1, Practice Performance Task, p. 50
* Criterion 3.2: TE V1, Unit 4 Performance Task, pp. 229a–229b
* Criterion 3.3: TE V1, Unit 3 Practice and Reflect, p. 122
* Criterion 3.4: TE V2, Unit 9 Lesson Check, p. 432
* Criterion 3.6: TE V1, Unit 5 Lesson Check, p. 269

#### 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: OD, Additional Resources: Multilingual eGlossary (select Contents), <https://my.mheducation.com/secure/teacher/urn:com.mheducation.openlearning:enterprise.identity.organization:prod.global:organization:5d42d559-be4f-4175-ae01-c84620c392d4/urn:com.mheducation.openlearning:enterprise.roster:prod.us-east-1:section:ea40a2d0-fad4-11ef-877b-eb0ac051f1fe/dashboard>
* Criterion 4.3: TE V1, Unit 2 Explore and Develop: Common Misconception, p. 58
* Criterion 4.4: TE V1/V2, Multilingual Learner Scaffolds (All Units)
* Criterion 4.5: TE V1, Unit 5 Explore and Develop: Multilingual Learner Scaffolds, p. 261
* Criterion 4.6: SE, Ignite!, p. 53
* Criterion 4.7: SE, Be Curious, p. 112

#### 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: TE V1, Unit Overview, pp. 230c–230d
* Criterion 5.4: TE V1, Unit Planner, p. 112a
* Criterion 5.6: OD, Program Resources: High School Math eToolkit
* Criterion 5.7: TE V2, Differentiate, p. 436b
* Criterion 5.9: TE V1, Math Language Routines: Information Gap, p. 118

#### Edits and Corrections

None

#### Social Content Citations

None

### Open Up Resources, Open Up Grade 8 Algebra 1 – California Standards

#### Program Summary:

The *Open Up Grade 8 Algebra 1 – California Standards* program includes the following Teacher Edition (TE); Student Edition (SE); Course Guide (CG); 5-Practices Charts (5PC).

#### Recommendation:

*Open Up Grade 8 Algebra 1 – California Standards* is recommended for adoption for 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 8 Algebra 1, Unit 7, Lesson 14 TE pp. 319–337, SE pp. 169–162
  + Criterion 1.2: Grade 8 Algebra 1, Unit 5, Lesson 3 TE pp. 81–99, SE pp. 28–38
  + Criterion 1.3: Grade 8 Algebra 1, Unit 2, Performance Assessment, TE pp. 29–34
  + Criterion 1.4: Grade 8 Algebra 1, Environmental Connections, Unit 4, Lesson 5, TE pp. 117–120

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.8: Grade 8 Algebra 1, Unit 4, Lesson 7 TE pp. 151–157, SE p. 49
  + Criterion 2.1: Grade 8 Algebra 1, Unit 9, Lesson 3 TE pp. 71–92, SE pp. 28–41
  + Criterion 2.5: Grade 8 Algebra 1, Supports for Students with Disabilities/Universal Design for Learning (All units), i.e., Unit 5, Lesson 4 <https://access.openupresources.org/curricula/ca-k8-math/en/grade-8-algebra-1/unit-5/lesson-4/teacher.html#hs_lesson-370266-launch>
  + Criterion 2.5: Grade 8 Algebra 1, Enrichment Lessons, Unit 4, Lesson 8E–10E TE pp. 174–227; SE pp. 86–117, CG p. 36
  + Criterion 2.4: Grade 8 Algebra 1, Exit Ticket, Unit 4, Lesson 8E, [https://access.openupresources.org/curricula/ca-k8-math/en/grade-8-algebra-1/unit-4/lesson-8/teacher.html#hs\_lesson-370246-exit\_ticket](https://access.openupresources.org/curricula/ca-k8-math/en/grade-8-algebra-1/unit-4/lesson-8/teacher.html" \l "hs_lesson-370246-exit_ticket" \o "Unit 4, Lesson 8E)
  + Criterion 2.2: Grade 8 Algebra 1, Unit 5, Lesson 7 TE pp. 118–132, SE pp. 48–55

#### 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 8 Algebra 1, 5 Practice Charts (PC), Units 4–6 (5 PC pp. 7–18)
  + Criterion 3.4: Grade 8 Algebra 1, Exit Ticket, Unit 4, Lesson 8E, <https://access.openupresources.org/curricula/ca-k8-math/en/grade-8-algebra-1/unit-4/lesson-8/teacher.html#hs_lesson-370246-exit_ticket>
  + Criterion 3.4: Grade 8 Algebra 1, Quick Quiz, Unit 2, TE pp. 12–34
  + Criterion 3.5: Grade 8 Algebra 1, Self-Assessment, Unit 7, SE pp. 183–185, CG p. 44

#### 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 4.3: Grade 8 Algebra 1, 5 Practice Charts (PC), Units 4–6 (5 PC pp. 7–18)
  + Criterion 4.6: Grade 8 Algebra 1, Enrichment Lessons (Ready for More), Unit 4, Lesson 8E, <https://access.openupresources.org/curricula/ca-k8-math/en/grade-8-algebra-1/unit-4/lesson-8/teacher.html#hs_lesson-370246-ready_for_more>
  + Criterion 4.5: Grade 8 Algebra 1, Supports for English Learners/Language Routines, Unit 3, Lesson 1 TE p. 40; CG pp. 19–34
  + Criterion 4.6: Grade 8 Algebra 1, Unit 5, Lesson 2, TE pp. 65–66, <https://access.openupresources.org/curricula/ca-k8-math/en/grade-8-algebra-1/unit-5/lesson-2/teacher.html>
  + Criterion 4.7: Grade 8 Algebra 1, Unit 1, Lesson ,7 SE p. 67

#### 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 8 Algebra 1, Unit 5, Lesson 2, TE pp. 65–66, <https://access.openupresources.org/curricula/ca-k8-math/en/grade-8-algebra-1/unit-5/lesson-2/teacher.html>
  + Criterion 5.3: Grade 8 Algebra 1, CG–How to Use the Materials, Scope and Sequence, CG pp. 13–18 and pp. 46–50
  + Criterion 5.4: Grade 8 Algebra 1, CG-Scope and Sequence-Unit Overviews CG pp. 46–65, <https://access.openupresources.org/curricula/ca-k8-math/en/grade-8-algebra-1/introduction/teacher_course_guide.html>
  + Criterion 5.5: Grade 8 Algebra 1, Unit 8 Overview, TE p. 8, <https://access.openupresources.org/curricula/ca-k8-math/en/grade-8-algebra-1/unit-8/teacher.html>
  + Criterion 5.9: Grade 8 Algebra 1, Unit 3, Lesson 1, TE p. 40 and CG pp. 19–34

#### 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 | 8 Algebra 1 | TE | 120 | Food is begin wasted. | Food is being wasted. | Misspelling |

#### Social Content Citations

None

### Pathway2Careers (P2C), P2C Math Algebra I

#### Program Summary:

The *P2C Math Algebra I* program includes the following: Teacher Materials (TM); Table of Contents (TC); Student View (SV); Teacher View (TV).

#### Recommendation:

*P2C Math Algebra I* is not recommended for adoption for Algebra 1 because it is not aligned with the *California Common Core State Standards for Mathematics* (*CA CCSSM*) and does not meet the rest of the evaluation criteria in category 1.

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

The program does not support 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 does not meet all of the evaluation criteria in category 1.

##### Citations:

Criterion 1.1: Standards Not Met:

* + SMP.8: A-4.7, TV, Equations of Parallel and Perpendicular Lines, Section Identifying and Writing Equations of Parallel Lines, Example 3 <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + SMP.8: A-5.4, TV, Solving Systems of Linear Equations by Substitution, Section, Algebra Essentials, Using Substitutions for Unknowns <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + SMP.8: A-6.3, TV, Exponential Functions, Section, Writing an Exponential Function from a Table, Example 4 <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + SMP.8: A-7.3, TV, Recursively-Defined Arithmetic Sequences, Section, Algebra Essentials, Explicit and Recursive Formulas <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + SMP.8: A-9.2, TV, Graphing Quadratic Functions in Vertex Form and Intercept Form, Section, Graphing Quadratic Functions in Intercept Form, Example 3 <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + SMP.8: A-6.1, TV, Properties of Exponents, Section, Career Preparation Practice, p. 20 <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + SMP.8: A-8.3, TV, Multiplying Monomials and Binomials, Section, Career Preparation Practice, Problems 33, 34 <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + F-BF.3: A-10.6, TV, Translations of Graphs of Functions, Section, Practice, pp. 7–20 <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + F-BF.3: A-10.7, TV, Stretches and Shrinks of Graphs of Functions, Section, Practice, pp. 1–9 <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + F-BF.3: A-10.8, TV, Reflections of Graphs of Functions, Section, Practice, pp. 5–16 <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + F-BF.3: A-9.2, TV, Graphing Quadratic Functions in Vertex Form and Intercept Form, Section Algebra Essentials, Vertex Form <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + F-BF.3: A-9.2, TV, Graphing Quadratic Functions in Vertex Form and Intercept Form, Examples #1, 2, Build Your Skills <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.2: Algebra 1, A-5.1, TE, Solving Systems of Linear Equations by Graphing <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + Criterion 2.2: Algebra 1, A-4.11, TE, Using Graphs of Linear Functions <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + Criterion 2.3: Algebra 1, TV, A-1-P, Seeing Structure in Expressions <https://engage.pathway2careers.com/lms/lessonview>
  + Criterion 2.4: Algebra 1, TM, Instructional Materials, P2C Math Algebra I and Bridge Vertical Alignment and Pacing <https://engage.pathway2careers.com/api/staticcontent/lms/materials/CA/Algebra1/P2C%20Math%20Algebra%20I%20and%20Bridge%20Vertical%20Alignment%20and%20Pacing.pdf>
  + Criterion 2.5: Algebra 1, A-12-P, SV, Interpreting Categorical and Quantitative Data <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + Criterion 2.5: Algebra 1, A10-P, SV, Linear, Quadratic, and Exponential Models <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>

#### 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, A-3.3, TV, Solving Linear Inequalities in One Variable: Teaching Support, Step Into the Career: Solving Linear Inequalities, Guiding Questions, p. 104 <https://engage.pathway2careers.com/lms/lessonview>
  + Criterion 3.2: Algebra 1, SV, A-3.10, Solving Inequalities Test <https://engage.pathway2careers.com/lms/lessonview>
  + Criterion 3.2: Algebra 1, TM, Chapter Test Item Analysis <https://engage.pathway2careers.com/api/staticcontent/lms/materials/CA/Algebra1/Algebra%20I%20Chapter%20Test%20Item%20Analysis.pdf>
  + Criterion 3.3: Algebra 1, SV, A-4.16, Functions and Linear Functions Test <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + Criterion 3.3: Algebra 1, TM, P2C Math Academic Conversation Cards <https://engage.pathway2careers.com/api/staticcontent/lms/materials/P2CMath/P2C%20Math%20Academic%20Conversation%20Cards.pdf>

#### 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 4.3: Algebra 1, TV, A-3.6, Using Compound Inequalities <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + Criterion 4.5: Algebra 1, TM, P2C Math Academic Conversation Cards <https://engage.pathway2careers.com/api/staticcontent/lms/materials/P2CMath/P2C%20Math%20Academic%20Conversation%20Cards.pdf>
  + Criterion 4.6: Algebra 1, TV, A-4-P, Creating Equations <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>
  + Criterion 4.7: Algebra 1, SV, A-6.6, Applying Exponential Growth <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4>

#### 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 5.4: Algebra 1, TM, P2C Math Algebra 1 Table of Contents and Pacing Guide <https://engage.pathway2careers.com/api/staticcontent/lms/materials/CA/P2CMath_A_TOC.pdf>
  + Criterion 5.4: Algebra 1, (TM) P2C Math Instructional Scope and Sequence <https://engage.pathway2careers.com/api/staticcontent/lms/materials/CA/Algebra1/P2C%20Math%20Instructional%20Scope%20and%20Sequence.pdf#page=16>
  + Criterion 5.7: Algebra 1, SV, A-1.7, Career Preparation Practice and Check <https://engage.pathway2careers.com/lms/ClassDetails/d82472a7-b488-431c-bfa0-066cdf21658e>
  + Criterion 5.9: Algebra 1, TM, P2C Math Academic Conversation Cards <https://engage.pathway2careers.com/api/staticcontent/lms/materials/P2CMath/P2C%20Math%20Academic%20Conversation%20Cards.pdf>
  + Criterion 5.10: Algebra 1, TV, A-9.4, Applying Graphs of Quadratic Functions <https://engage.pathway2careers.com/api/staticcontent/lms/materials/P2CMath/P2C%20Math%20Academic%20Conversation%20Cards.pdf>

#### Edits and Corrections:

The panel recommends the following edits and corrections:

| **#** | **Grade level** | **Component** | **Page number or URL** | **Current text** | **Proposed corrected text** | **Reason for edit** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Algebra | TV and SV, A-4.5 Standard Form and Slope Intercept Form, Examples #5 and #6 | <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4> | dollas | dollars | Typo |
| 2 | Algebra 1 | TV and SV, A - 6.2 Understanding Radicals and Rational Exponents, Example #2 | <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4> | (−9)1/2 | (−9)1/2 | Typo |
| 3 | Algebra 1 | TV and SV, A - 6.2 Understanding Radicals and Rational Exponents, Example #6 | <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4> | Letter missing in problem sequence | Label the problems A, B, C, D, E | Typo |
| 4 | Algebra 1 | TV and SV, A - 6.5 Exponential Growth and Exponential Decay Functions, Example #6 “Solution” | <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4> | f of x is equal to the product of twenty over one point two five squared and one point two five squared. | Change the second 1.252 to 1.25x | Typo |
| 5 | Algebra 1 | TV and SV, A - 6.10 Comparing Exponential Functions, 2. Step Into the Career | <https://engage.pathway2careers.com/lms/chooseLesson/32c6e87a-2cc6-45eb-9a47-5245f49fdcc4> | The graph is labeled only in Spanish with “Valor”, “Modelo”, and “Año” | The graph should be labeled with “value”, “model” and “year” | Typo |

#### Social Content Citations

None

### Savvas Learning Company, enVision+ California Algebra 1

#### Program Summary:

The *enVision+ California Algebra 1* program includes the following: SE = Student Edition; TE = Teacher’s Edition; PO = Program Overview; ASB = Assessment Sourcebook; AR:HG = Additional Resources: Hands-On Games; AR:SRP = Additional Resources: Skills Review & Practice; AR:EPC = Additional Resources: EP&C Handbook; AR:EPCTG = Additional Resources: EP&C Handbook Teacher's Guide; AR:SQ = Additional Resources: STEAMQuest; AR:AC = Additional Resources: Amazing Contributions; AR:SC = Additional Resources: Student Companion; AR:TRO = Additional Resources: Teacher Resource Originals; AR:CSPTG = Additional Resources: California Standards Practice Teacher's Guide; AR:MW = Additional Resources: Math Walk video; AR:RBRC = Rubrics; AR:DA = Additional Resources: Interactives Powered by Desmos Tools; AR: MM3A = Additional Resources: Math Modeling in 3 Acts multimedia.

#### Recommendation:

*enVision+ California Algebra 1* is recommended for adoption for Algebra I 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 I, TE Standards Map, pp. C2–C12
* Criterion 1.1: Algebra I, Example: Standard N-Q.1, SE Lesson 1-4, pp. 25–29
* Criterion 1.1: Algebra I, Example: Standard A-REI.12, SE Lesson 4-4, pp. 164–169
* Criterion 1.2: Algebra I, TE Standards Map, pp. xii–xiii
* Criterion 1.3: Algebra I, Example: SE Lesson 3-6, p. 128
* Criterion 1.4: Algebra I, AR: EPC California EP&C Handbook, <https://media.pk12ls.com/Savvas/Math/2027_EnVision_California/Review/A1_epch.pdf>
* Criterion 1.4: Algebra I, PO Environmental Principles and Concepts, pp. 40–41

#### Criteria Category 2: Program Organization

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

##### Citations:

* Criterion 2.1: Algebra I, PO From the Authors: Why, How, What, p. 45
* Criterion 2.2: Algebra I, TE Content Organization and Connections, pp. xii–xxiv
* Criterion 2.3: Algebra I, SE Lesson 2-3, Example 4, p. 71
* Criterion 2.4: Algebra I, PO Build G.R.I.T., p. 48; SE Lesson 8-1, Build G.R.I.T. Growth Mindset, p. 324
* Criterion 2.5: Algebra I, TE Lesson 2-1, Multilingual Learners Support, p. 59

#### 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 I, PO Assessment Resources, pp. 38–39
* Criterion 3.1: Algebra I, ASB Lesson 1–2 Exit Ticket, <https://media.pk12ls.com/Savvas/Math/CA_envM27_A1_ASB/CA_envM27_A1_ASB/index-h5.html?page=1#page=49>
* Criterion 3.5: Algebra I, ASB Algebra 1 Readiness Assessment, pp. 1–6 of 6
* Criterion 3.6: Algebra I, PO Differentiated Instruction and Intervention, pp. 66–67

#### 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 I, PO Universal Design for Learning, pp. 42–43
* Criterion 4.1: Algebra I, recursive strategies such as Three Reads and Habits of Mind, TE p. 79
* Criterion 4.2: Algebra I, TE Topic 11 Pick a Project, pp. 467–467A
* Criterion 4.3: Algebra I, AR:TRO Lesson 2-1 Reteach to Build Understanding <https://media.pk12ls.com/Savvas/Math/2027_EnVision_California/Review/ENV_TRO_A1_ENG_9798213048988_acc.pdf> (PDF p. 40)
* Criterion 4.4: Algebra I, PO Supporting Multilingual Learners, pp. 58–59
* Criterion 4.5: Algebra I, TE Lesson 4-4 Multilingual Learners - Speaking, p. 165
* Criterion 4.6: Algebra I, TE Lesson 8-3 Extend Student Thinking, p. 338

#### 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: Algebra I, TE Navigating a Lesson in Your Teacher’s Edition, pp. x–xi
* Criterion 5.3: Algebra I, TE Pacing for Success, p. xxv. Example: PO Scope and Sequence, pp. 79–87, TE Topic 2 Topic Planner, pp. 54E–54F pp. 54E–54F
* Criterion 5.3: Algebra I, TE Pacing for Success, p. xxv
* Criterion 5.4: Algebra I, TE Pacing for Success, p. xxv
* Criterion 5.5: Algebra I, TE Lesson 3-1 Exit Ticket answer key, p. 89

#### Edits and Corrections:

None.

#### Social Content Citations

None.

### TPS Publishing Inc., STEAM into Big Ideas, Algebra 1

#### Program Summary:

The *STEAM into Big Ideas* Algebra 1 program includes the following: Big Ideas Algebra I Teacher Project Guide (PGA1TE). Big Ideas Algebra I Student Project Guide (PGA1SE). Real Numbers er - Teacher Edition (RNA1TE). Real Numbers Mathematics 1 Teacher Edition (RNM1TE). Real Numbers – Student Edition (RNA1SE). Algebra I - Combined Strategies – Teacher Edition (CSA1TE). Algebra I - Combined Strategies - Student Edition (CSA1SE). iMast STEM Guides (IMAST). Environmental Principles and Concepts Activity Book (ECP). Algebra I - Assessment Generator (AGA1) Interactive Assessment tool (IST). Interactive Homework System (IHS). Intervention Focus Tutorial (IFT). Grade 3 STEM Teacher Project Guide (SPGG3TE). Grade 8 STEM Teacher Project Guide (SPGG8TE). Grade 8 STEM Student Project Guide (SPGG8SE). STEAM into Big Ideas Mathematics - Implementation Guide (IGCG). CeMAST Engineering Professional Development Teacher Book (EPTE). Big Ideas Road Map (BIRM). Blackline Masters Picture Glossary (BMPG). Implementation and Community Guide (IGCG).

Big Ideas - Math Online STEAM Library – Elementary. Big Ideas - Math Online STEAM Library – Middle. Big Ideas - Inclusive Community Reader Activity Library. Big Ideas - Inclusive Community Math After School Math Club Library. Big Ideas - Inclusive Community Math After School PSHE Library. Big Ideas - Inclusive Community Math Literacy and Reteach Library. Big Ideas - Inclusive Community Preferred Supplier 'Didax' Library. Big Ideas - Inclusive Community Homework and Applied Math Library. Big Ideas - Teacher Support - Blackline Master. Big Ideas - Teacher Support. Big Ideas - Environmental Principles and Concepts. Big Ideas - Online Assessment Library K–8.

#### Recommendation:

*Steam Into Big Ideas* 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, PGA1TE – Climate Change, pp. 29–59, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5979&page=29>
  + Criterion 1.2: Algebra 1, PGA1TE – Modeling for Profit, pp. 60–84, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5979&page=29>
  + Criterion 1.3: Algebra 1, RNM1TE – Real Numbers – Come Fly with Me, pp. 2–9, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5979&page=1>
  + Criterion 1.4: Algebra 1, PGA1TE – What Does the Data Show?, pp. 1–28, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5979&page=1>

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.1: Algebra 1, RNM1TE – Future Of The Landfill, pp. 53–60, <https://www.google.com/url?q=http://www.tpspublishing.com/my-resources/index.php?menu%3D1257%26resource%3D4849%26page%3D53&sa=D&source=docs&ust=1753298069741829&usg=AOvVaw2gMdQMs1RPyuMKFaoWDVo4>
  + Criterion 2.3: Algebra 1, RNM1TE – Affordable On Any Budget, pp. 83–90, <https://www.google.com/url?q=http://www.tpspublishing.com/my-resources/index.php?menu%3D1257%26resource%3D4849%26page%3D83&sa=D&source=docs&ust=1753298103018622&usg=AOvVaw1X5xlT95Je8JJBjBOMJNH3>
  + Criterion 2.5: Algebra 1, EPTE – Build An Electric Motor Vehicle, p. 1, <https://www.google.com/url?q=http://www.tpspublishing.com/my-resources/index.php?menu%3D1231%26resource%3D1416%26page%3D1&sa=D&source=docs&ust=1753298150335471&usg=AOvVaw2bDEh-qgXPhQfj55SXQ5_d>
  + Criterion 2.3: Algebra 1, Muscle Karts Project, p. 1, <https://www.google.com/url?q=http://www.tpspublishing.com/my-resources/index.php?menu%3D1231%26resource%3D4017%26page%3D1&sa=D&source=docs&ust=1753298271695112&usg=AOvVaw0ypQXs_KHCbG3HU-Ywf4Nx>
  + Criterion 2.3: Algebra 1, RNM1TE – Farming Revenue, pp. 47–53, <https://www.google.com/url?q=http://www.tpspublishing.com/my-resources/index.php?menu%3D1257%26resource%3D4849%26page%3D47&sa=D&source=docs&ust=1753298340293944&usg=AOvVaw2g4uujgOFp2-VODTy5kLl1>
  + Criterion 2.4: Algebra 1, RNM1TE – Spaghetti Bridge–Visual and Tactile STEM Projects are inclusive and career aligned, pp. 103–110, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=4849&page=111#page=130>
  + Criterion 2.5: Algebra 1, CSA1TE – Extension Activity Sample, pp. 28–29, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5976&page=28>

#### 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, PGA1TE – Example Reflection, p. 56, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5979&page=76>
  + Criterion 3.4: Algebra 1, PGA1TE – Lesson Plan – Entry, Developing, Mastery–Sample pp. 4–5, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5979&page=4#page=94>
  + Criterion 3.6: Algebra 1, PGA1SE – Lesson Plan Student Sample (includes individual, group paired activities, reflection, homework, and global connection with language activities), p. 42, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5980&page=42#page=46>
  + Criterion 3.6: Algebra 1, AGA1 – Assessment Generator – Levels 1–3–Sample, <https://tpspublishing.com/Algebra/start.htm?grd=2>
  + Criterion 3.6: Algebra 1, BIRM – TPS Road Map, <https://www.tpspublishing.com/my-resources/index.php?menu=1240&resource=6021&page=1>

#### 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, PGA1TE–English Language Development, pp. xxix–xxxiv, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&r>
  + Criterion 4.2: Algebra 1, BMPG and Dual Language Cards and Cognates Listing, p. 564, <https://www.tpspublishing.com/my-resources/index.php?menu=1239&resource=135&page=1#page=1>
  + Criterion 4.4: Algebra 1, IGCG–Teacher Implementation Plan–English Language Development/Multilingual Learner, pp. 6–12, <https://www.tpspublishing.com/my-resources/index.php?menu=1240&resource=6020&page=6>
  + Criterion 4.7: Algebra 1, PGA1TE–Global Connections, p. 50, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5979&page=50#page=140>
  + Criterion 4.6: Algebra 1, SPGG8SE–STEM Project Student–Mathematics In The Human Body–Expanding the Idea example, p. 217 and pp. 211–221, <https://www.tpspublishing.com/my-resources/index.php?menu=1230&resource=2600&page=211>

#### 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, Vertical Math Plan, <http://www.tpspublishing.com/my-resources/index.php?menu=1240&resource=6031&page=1>
  + Criterion 5.2: Algebra 1, RNM1TE–Gender Health (sample project with clear sections labeled to assist teachers and students), pp. 151–156, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=4849&page=159#page=178>
  + Criterion 5.2: Algebra 1, IGCG–Teacher Implementation Guide–Supporting Products, pp. 20–21, <https://www.tpspublishing.com/my-resources/index.php?menu=1240&resource=6020&page=20>
  + Criterion 5.2: Algebra 1, AGA1–Leveled Questions 1–3 for Algebra I and K–8 (cross reference in Teacher Implementation Guide Assessment), <https://tpspublishing.com/Algebra/start.htm?grd=2>
  + Criterion 5.2: Algebra 1, CSA1TE–Sample Lesson plan (contains step by step approach and help sheets), pp. 1–19, <https://www.tpspublishing.com/my-resources/index.php?menu=1257&resource=5976&page=1>

#### Edits and Corrections:

None.

#### Social Content Citations

| **#** | **Grade Level** | **Component** | **Page number or URL** | **Standard(s) Cited from the Social Content Citation Review List / Reason for edit** |
| --- | --- | --- | --- | --- |
| 1 | 8 | STEM Project Guide–Student Edition | 130–133 | B2-Proportion of Portrayals: Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse ethnic groups, especially those groups referenced in the statute (Section 60040(b). The graphic portrays three white male mathematicians, which is not a proportional representation across ethnic and gender groups. |

## Mathematics 1

### Agile Mind Educational Holdings, Inc, California Integrated Mathematics I

#### Program Summary:

The *California Integrated Mathematics I* program includes the following: Topic# Lesson# (T# L#); Lesson activitypages (LA p#); Student Activity Sheet (SAS Q#); Constructed Response# (CR#)   
***Note:*** *LA pages are supported by Deliver Instruction for educators and by SAS Qs when appropriate*.

#### Recommendation:

*California Integrated Mathematics I* is recommended for adoption for Math 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: Integrated Math 1 (<https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/Im1_CA_LessonAlignments.pdf>) (Course Materials, About the Course, Lesson Alignments)
  + Criterion 1.1 (<https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/IM1_CA_CCSS_SS_2025-26.pdf>) (Course Materials, About the Course, Scope and Sequence)
  + Criterion 1.2: T12 L2
  + Criterion 1.2: T7 L5 All pages of Lesson Activities
  + Criterion 1.3: T19 L4 (<https://trainreview3.agilemind.com/LMS/content/work/31_01z_CoordinateProofs/resources/31_01z_CoordinateProofs_SAS4-student.pdf>) All pages of the Lesson Activity
  + Criterion 1.4: T3 L4 (<https://trainreview3.agilemind.com/LMS/content/work/03a1_03z_Functions/resources/03a103_Functions_CR1-student.pdf>) Constructed Response 1 Water Shortage due to increased population

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.1: T2 Prepare Instruction, “About this topic” and “Prerequisite skills” sections
  + Criterion 2.2: Math I Big Ideas <https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/Mathematics_I_CA_Big_Ideas.pdf>
  + Criterion 2.5: Corequisite Support Guide <https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/IM1_CCSS_coreq_guide_2024-25.pdf>
  + Criterion 2.8: Scope and Sequence <https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/IM1_CA_CCSS_SS_2025-26.pdf>
  + Criterion 2.9: Alignment to Standards

#### 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: T19 L7 Assessment
  + Criterion 3.1: Agile Mind’s Approach to Assessment (<https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/Agile_Mind_Assessment_Guide.pdf>)
  + Criterion 3.3: T4 L7
  + Criterion 3.4: Corequisite Support Guide (<https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/IM1_CCSS_coreq_guide_2024-25.pdf>) (Found in Teacher Materials)
  + Criterion 3.6: T12 L2 ([https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html - /C/course\_int\_math1\_ca\_z/California%20Integrated%20Math%20I//////c/T/topic\_03\_22z\_ModelExponentialFunctions/RES\_lesson2b\_deliver/lesson2b\_deliver/deliver\_instruction\_2in.html](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html%20-%20/C/course_int_math1_ca_z/California%20Integrated%20Math%20I/c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson2b_deliver/lesson2b_deliver/deliver_instruction_2in.html)) Differentiation Notes

#### 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: T3 L4 pp. 1–4: Vending Machines
  + Criterion 4.2: T1 Prepare instruction, See Language Support & Teaching special populations of students
  + Criterion 4.3: T3 L2, See Classroom Strategy, Differentiation sections
  + Criterion 4.4: T3 L1 (Literacy Strategy and Support for ELL)
  + Criterion 4.6: T6 L5 “Deliver Instruction” differentiation notes for lesson activity p. 11

#### 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: T1 L2, Deliver instruction, Sentence Frame
  + Criterion 5.3: Scope and Sequence (<https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/IM1_CA_CCSS_SS_2025-26.pdf>) (pacing guidance)
  + Criterion 5.4: Scope and Sequence (<https://trainreview3.agilemind.com/LMS/content/work/int_math1_ca_z/resources/IM1_CA_CCSS_SS_2025-26.pdf->) (Digital materials: Professional Support, Course Planning and Pacing, Scope and Sequence
  + Criterion 5.6: T4 L2 Deliver Instruction Lesson Activities
  + Criterion 5.7: T16 L6 Student Activity Sheet (<https://trainreview3.agilemind.com/LMS/content/work/04_04z_CoordinateGeometry/resources/0404z_CoordinateGeometry_SAS6-student.pdf>)
  + Criterion 5.9: Topic 5 Lesson 4 Language Strategies

#### Edits and Corrections:

None

#### Social Content Citations

None

### Amplify Education, Inc., Desmos Math California, Math I, Mathematics I

#### Program Summary:

The *Desmos Math California, Math I* program includes the following: Teacher Edition (TE); Student Edition (SE); Assessment Resources (AR); Intervention, Extension, and Investigation Resources Ancillary; Math Language Development Resources Ancillary; Additional Practice Resources; Additional Practice Student Workbook; Student Digital License; Teacher Digital License.

#### Recommendation:

*Desmos Math California, Math I* is recommended for adoption for Mathematics I 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: TE, pp. xlviii–liii
  + Criterion 1.2: Launch-Monitor-Connect, Routine Facilitation Guide, Math 1, Unit 3, Lesson 1; Math 1, Unit 6, Lesson 8
  + Criterion 1.2: Launch-Monitor-Connect, Math 1, Unit 3, Lesson 1; Activity 1 Launch; Math 1, Unit 6, Lesson 14, Activity 1 Launch
  + Criterion 1.2: Big Ideas Development (e.g., Math 1, Unit 3, Overview; Math 1, Unit 5, Lesson 14; Math 1, Unit 6, Lesson 13; Math 1, Unit 3, Explore; Math 1, Unit 5, Explore; Math 1, Unit 4; Math 1, Unit 7)
  + Criterion 1.4: Math 1, Unit 1, Lesson 7; Math 1, Unit 2, Lesson 17; Math 1, Unit 7, Lesson 15; Math 1, Unit 3, Lesson 6; Math 1, Investigation 2

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.5: TE, p. 24, Math 1, Unit 1, Lesson 3 Activities (Teacher Moves)
  + Criterion 2.6: TE, pp. iv–x; SE, pp. G1–G24 (Glossary with illustrations)
  + Criterion 2.7: SE, pp. 9, 17, and at the beginning of every lesson
  + Criterion 2.8: TE, p. xxvii (scope and sequence); Assessment Resources, p. iii (showing Pre-Unit Check, End-of-Unit Assessment, Sub-Unit Quiz, Performance Task, and rubrics)
  + Criterion 2.9: TE, pp. iv–x; TE, p. 513A (Focus on Big Ideas)

#### 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: SE, pp. 216–217, Watch Your Knowledge Grow
  + Criterion 3.2: AR, p. 236, Unit 5, End-of-Unit Assessment (e.g., problems 7a–7c)
  + Criterion 3.3: AR, pp. 171–184, Unit 4, End-of-Unit Assessment and Rubric
  + Criterion 3.4: TE, pp. 214d–214g, Unit 2, Pre-Unit Check, Assess and Respond
  + Criterion 3.5: AR, pp. 311–317, Unit 6, Performance Task
  + Criterion 3.6: TE, p. 35, Unit 1, Activity 2

#### 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: Intervention, Extension, and Investigation Resources, pp. 171–3: support call-outs for Multilingual Learners, Accessibility, Math Identity and Community, Math Language Routines
  + Criterion 4.2: Intervention, Extension, and Investigation Resources Ancillary, pp. 3–80: Prerequisite Skills and Concepts Mini-Lessons; pp. 86–105, Extensions
  + Criterion 4.3: TE, p. 650: Differentiation Table
  + Criterion 4.4: Math Language Development Resources Ancillary (e.g., Word Bank, p. 19; sentence frames, p. 26; Frayer model, p. 3)
  + Criterion 4.5: Math Language Development Resources Ancillary, p. 2, Multiple Word Meanings and Leveled Guidance
  + Criterion 4.7: Online Teacher Presentation Screens, Unit 6, Lesson 21

#### 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: TE, pp. 35–37A
  + Criterion 5.3: TE, pp. 1A–1I
  + Criterion 5.5: TE, pp. 116–122
  + Criterion 5.9: TE, p. 78, “Differentiation” section for each part
  + Criterion 5.10: TE, p. 62, “Synthesis” section for each part

#### Edits and Corrections:

None.

#### Social Content Citations

None.

### Barobo, Inc., RoboBlocky Math: Mathematics 1

#### Program Summary:

The *RoboBlocky Math: Mathematics 1* program includes the following: RoboBlocky Website; RoboBlocky Math: Integrated Mathematics 1 Workbook.

#### Recommendation:

*RoboBlocky Math: Mathematics 1* is recommended for adoption for Integrated Mathematics 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:
* G-GPE.7 - RoboBlocky Website, 20.7 (Part A & B) Big Ideas Project: Design a Table
* G-GPE.7 - RoboBlocky Website, 21.5 (Part C) Big Ideas Project: Design a Table
* G-GPE.5, A-CED.2, F-LE.5 - RoboBlocky Website, 22.7 (Part D) Big Ideas Project: Design a Table
* G-CO.2, G-CO.5 - RoboBlocky Website, 23.14 (Part E) Big Ideas Project: Design a Table
* Criterion 1.2:
  + - RoboBlocky Website, Lesson 11.3 (Big Idea Project: Food Truck Business - multiple parts spiral in other chapters)
    - RoboBlocky Website, Lesson 2.7.1 (Big Idea Project: Buying your First Car - multiple parts spiral in other chapters)
    - RoboBlocky Website, Lesson 18.8.1 (Big Idea Project: Greenhouse Gas Emissions - multiple parts spiral in other chapters)
* Criterion 1.3: RoboBlocky Website, Lesson 9.1.1 Linear Equations in Standard Form
* Criterion 1.4:
  + - RoboBlocky Website (Instructor View), Curriculum Overview, Curriculum Components, California Education and the Environment Initiative (EEI) Lessons and Activities, View This Lesson Link
    - RoboBlocky Website (Instructor View), 18.8 Big Idea Project EEI: Greenhouse Gas Emissions

#### Criteria Category 2: Program Organization

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

##### Citations:

* Criterion 2.3: RoboBlocky Website
  + 18.8 Big Ideas Project: Greenhouse Gas Emissions
  + 14.7, 15.3, 16.5, 17.6 Big Ideas Project: Cost of College
* Criterion 2.5: RoboBlocky Website, Chapter 2 Chapter Guide, Differentiation at the Chapter Level, Following 4 Sections: English Learners, At Promise Learners, Advanced Learners, and Resource Program Learners
* Criterion 2.6:
  + RoboBlocky Website (Instructor View), Curriculum Overview, Scope and Sequence
  + RoboBlocky Website (Instructor & Student View), Glossary and Index
* RoboBlocky Math: Integrated Mathematics 1 Workbook - Table of Contents
* Criterion 2.7: RoboBlocky Website, “i” button, SMPs and content standards, Curriculum Overview (Math Concepts and Big Ideas)
* Criterion 2.8: RoboBlocky Website, Curriculum Overview, Scope and Sequence for RoboBlocky Integrated Math 1 (180 Days)
* Criterion 2.9: RoboBlocky Website, Curriculum (Blue Button), Integrated Math 1 (Book image), Standards (Blue Button)

#### 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:
  + RoboBlocky Website, 4.1.2 RoboBlocky Instructional Model (journal and reflection)
  + RoboBlocky Website, Documents, Instructor’s Guide, Chapter 12 Real-Time Learning Management and Interaction
  + RoboBlocky Website, 14.7, 15.3, 16.5, 17.6 Big Ideas Project: Cost of College
* Criterion 3.2: RoboBlocky Website, IM I Curriculum Overview (Summative Assessment and Beginning of Year/End of Year Assessments); Applied Math Test “Comparing Social Media Followers” (Ch16); Standardized Math Test “Test: Exponential Growth Situation” (Ch16)
* Criterion 3.6:
  + RoboBlocky Website (Instructor View), Curriculum Overview, Assessment, P-Prompts
  + RoboBlocky Website (Instructor View) Ch12 Section Lesson Plan, Checklist PDF, Teacher Feedback [https://drive.google.com/file/d/1Iuvdw2x10t1AT4SMnzYz3sXERZxpi](https://drive.google.com/file/d/1Iuvdw2x10t1AT4SMnzYz3sXERZxpiKzU/view?usp=sharing) [KzU/view?usp=sharing](https://drive.google.com/file/d/1Iuvdw2x10t1AT4SMnzYz3sXERZxpiKzU/view?usp=sharing)
* Criterion 3.5:
  + RoboBlocky Website (Instructor View), Curriculum Overview, Assessment
  + RoboBlocky Website (Instructor View), Chapter 24 Chapter Guide, Review and Assessment

#### 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: RoboBlocky Website (Instructor View), Chapter Guides, English Learners, At Promise Learners, Advanced Learners, and Resource Program Learners; Language Translation and Read Aloud
* Criterion 4.3: RoboBlocky Website, Chapter 2 Chapter Guide, Differentiation at the Chapter Level, Following 4 Sections: English Learners, At Promise Learners, Advanced Learners, and Resource Program Learners
* Criterion 4.4: RoboBlocky Website, Documents, Downloadable Teacher Resource Files, Graphical Organizer
* Criterion 4.6:
  + RoboBlocky Website (Instructor View), Curriculum Overview, General Differentiation
* RoboBlocky Website (Instructor View), Chapter 24 Chapter Guide, Differentiation at the Chapter Level
* RoboBlocky Website (Instructor View), Chapter 13 Chapter Guide, 13.5 Section Lesson Plan, Differentiation
* Criterion 4.7: RoboBlocky Website
  + Chapter 7, Activity 7.1.2
  + Chapter 20, Activity 20.3.2

#### 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 5.3: RoboBlocky Website, Chapter 2 Chapter Guide, Time (7 out of 180 Days), Warm ups (Sections 2.1–2.6), and Differentiation at the Chapter Level (English Learners, At Promise Learners, Advanced Learners, and Resource Program Learners)
* Criterion 5.4: RoboBlocky Website (Instructor View), Curriculum Overview, Scope and Sequence
* Criterion 5.7:
* RoboBlocky Website, Workbook (Blue Button)
* RoboBlocky Website, Chapter 7 , Activity 7.1.2 “New Problem” (Green button on Grid)
* Criterion 5.10: RoboBlocky Website (Instructor View), Lesson Description for 10.3.1

#### 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 | IM 1 | Images that are projected over graphs | 1.2.2: Use different variable Types | NA | Make image more Transparent | Supports for visually impaired students |
| 2 | IM 1 | Images that are projected over graphs | 3.2.4: Move the fish to solve algebraic equations | NA | Make image more Transparent | Supports for visually impaired students |
| 3 | IM 1 | Images that are projected over graphs | 3.2.5: Move the Rocket to the Correct Location | NA | Make image more Transparent | Supports for visually impaired students |
| 4 | IM 1 | Images that are projected over graphs | 4.1.6: Position and Distance | NA | Make image more Transparent | Supports for visually impaired students |
| 5 | IM 1 | Images that are projected over graphs | 3.2.4: Move the Rocket to the Correct Location | NA | Make image more Transparent | Supports for visually impaired students |
| 6 | IM 1 | [Alignment w/ SMP/CCSSM](http://barobo.s3.us-east-1.amazonaws.com/roboblocky/SMP-CCSS-AlignmentForRoboBlockyMath/SMP-CCSS-AlignmentForRoboBlockyMathIM1.pdf) | 17 of 33 | NA | Remove F.IF.7b row description in this document for the Integrated 1 RoboBlocky website | not a part of 2013 California Standards for Integrated 1  (Note: \*F-IF.7b is a standard for Alg1) |

#### Social Content Citations

None

### Big Ideas Learning, LLC, Integrated Mathematics I Concepts & Connections for California, Mathematics I

#### Program Summary:

The *Integrated Mathematics I Concepts & Connections for California* program includes the following: Student Edition (SE), Instructional Guide (IG), Answer Guide (AG) Digital Experience (DE).

#### Recommendation:

*Integrated Mathematics I Concepts & Connections for California* is recommended for adoption for Integrated Math 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: IG pp. x–xxi Content Core Standards and SMPs
* Criterion 1.2:
  + - SE p. 35 Investigations, SE p. 59 Investigate, SE p. 93 Investigate
    - DE Lesson 1.2, Tier 1 Support, Differentiating the Lesson PDFs
    - DE Lesson 2.1, Tier 1 Support, Differentiating the Lesson PDFs
    - DE Lesson 5.3, Tier 1 Support, Differentiating the Lesson PDFs
* Criterion 1.3: DE Facilitation Guide, Supporting Student Engagement, Lessons 2.2, 5.3
* Criterion 1.4: IG pp. vi (front matter), 5 (Lesson 1.1 EP&C 1), 264 (Lesson 7.3 EP&C 4) and SE p. 3 (1.1 Investigation), 348 (7.3 In-class Practice 1)

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.2:
    - DE Lesson 1.2, Tier 1 Support, Differentiating the Lesson PDFs
    - DE Lesson 2.1, Tier 1 Support, Differentiating the Lesson PDFs
    - DE Lesson 5.3, Tier 1 Support, Differentiating the Lesson PDFs
  + Criterion 2.6: SE pp. xx–xxv (table of contents), 3 (Learning Targets & Success Criteria), A47–A59 (Glossary), A61–A75 (Index) and IG pp. xxiv–xxx (front matter), 0–1 (Learning Targets & Success Criteria and Coherence Through the Grades), DE Chapter 1, Teaching the Chapter with Learning Targets and Success Criteria
  + Criterion 2.7: SE pp. viii–xix Grade Level standards and SMPs, SE p. 19 Chapter 1 Lesson 3 bottom of page and pp. 25–27 SMPs in practice
  + Criterion 2.5: DE Lesson 5.3, Tier 1 Support , Differentiating the Lesson PDFs
  + Criterion 2.8: DE Teacher Reference Materials Pacing Guide (151 Days)

#### 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: SE Self assessment pp. 284–285
  + Criterion 3.1: DE Chapter 2 Mid-chapter Practice Test
  + Criterion 3.2: DE - Pre-Course Tests, Mid-Chapter Tests, Chapter Tests, Performance Tasks, STEM Performance Tasks, Big Ideas Tasks, Multi-Chapter Tests, End of Course Tests
  + Criterion 3.4: Implementation Handbook p. 62 (The Assessment System: Monitoring Student Learning)
  + Criterion 3.5: SE p. 18 No. 34, SE Page 54/55 Performance Task
  + Criterion 3.6: IG pp. 20–21 Chapter 1 Section 1.3 Quick Check exercises - Support Student Learning TIER’s

#### 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: IG pp. 18 SEL and 207 SEL; IG pp. 31 Equity in Action, 100 Equity in Action, and 170 Equity in Action, DE Tier 1, 2, 3
  + Criterion 4.2: IG pp. 23, 80-81, 145 (Differentiating Instruction) and pp. 143, 172 (Support for All Learners)
  + Criterion 4.4: IG p. xxii– xxiii, IG p. 156, SE p. 35
  + Criterion 4.6: DE Chapter 6 Lesson 3 TIER 1 - Dig Deeper Lesson, DE, Lesson 1.2, Tier 1 support, Differentiating the Lesson
  + Criterion 4.5: IG pp. 24, 201 (English Learner Support)

#### 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 5.4: DE Teacher Reference Materials , Pacing Guide PDF
  + Criterion 5.8: AG Chapter 7 Lesson 6 p. 304 Sample Answers and Chapter 6 Lesson 4 p. 249
  + Criterion 5.9: IG pp. 228 and 320 Language Routine, SE 110 Vocabulary, SE 111 Key Concept, DE Teacher Reference Materials Language Routines
  + Criterion 5.10: IG pp. 347, 365 (Paul’s Notes)

#### Edits and Corrections:

None

#### Social Content Citations

| **#** | **Grade Level** | **Component** | **Page number or URL** | **Standard(s) Cited from the Social Content Citation Review List / Reason for edit** |
| --- | --- | --- | --- | --- |
| 1 | M1 | SE/TE | 341/259 | Base Player (Guitar) Male image - Change to a female base player: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 2 | M1 | SE/TE | 139/102 | Image of students (Female on wheelchair) Male standing - Change image to Male on wheelchair and female standing: The female on the wheelchair is represented in SE p. 497.  TE p. 370 Need male representation in wheelchair *EC* 50501, 60040(b), 60044(a) applicability of standard 2 (Proportion of portrayals) |
| 3 | M1 | SE/TE | 592/434 | Architect female image - Change image to different female ethnicity [architect]: Image of the architect appears on SE p. 266 / TE p. 204. Need representation of other ethnicities. *EC* 60040 (b) applicability of standards 2 (Proportion of portrayals) |
| 4 | M1 | SE/TE | 50/36 | Image of male student -Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 5 | M1 | SE/TE | 73/54 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 6 | M1 | SE/TE | 181/134 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 7 | M1 | SE/TE | 200/1499 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 8 | M1 | SE/TE | 232/176 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 9 | M1 | SE/TE | 359/272 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 10 | M1 | SE/TE | 457/342 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 11 | M1 | SE/TE | 463/347 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 12 | M1 | SE/TE | 559/411 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 13 | M1 | SE/TE | 579/426 | Image of male student - Change to female student: Unequal representation of genders *EC* 51501, 60040(a), 60044(a) applicability standard 2 (Equal Portrayal) |
| 14 | M1 | TE | 51 | Reference to “many Asian cultures” in India’s Notes - Change to “Some students may consider direct eye contact to be disrespectful” *EC* 50501, 60040(b), 60044(a) applicability standard 1 (Adverse Reflection) and standard 3 (Customs and lifestyles) |

### Carnegie Learning, California ClearMath, Mathematics I

#### Program Summary:

The *California ClearMath* Integrated Math I program includes the following: Teacher’s Implementation Guide Overview (TIGO); Teacher’s Implementation Guide--organized by Module, Topic, and Lesson (Access in TIG: M#, T#, L#); MATHia Workspaces in Clear Learning Center--organized by Module, Topic, and Lesson (Access in CLC: M#, T#, L#).

#### Recommendation:

*California ClearMath* is recommended for adoption for Integrated Mathematics I 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: TIG, p. TIGO 10
  + Criterion 1.2: Multilingual Learner Support Handbook provides scaffolded supports aligned to *CA ELD Standards* (e.g., p. 4, sentence frames)
  + Criterion 1.2: Language Goals and Multilingual Learner Supports, TIGO Course Introduction and Overview
  + Criterion 1.2: Conceptual development thought intentional instructional design, TIG, pp. 75–77, Foundations for Effective Math Instruction (e.g., Unpacking a Concept Lesson), Activate, TIG, p. 50; M1, T1, L2: A Sort of Sorts; SE, p. 10, M5, T12, L1: Construction Ahead (Constructing a Square) TIG, p. 414
  + Criterion 1.2: TIG, pp. TIGO 79–80 (e.g., TIG, p. 320J, Three reads routine; TIG, p. 337B, Stronger Clearer routine)
  + Criterion 1.2: M2, T6, L1: Double the Fun, TIG, p. 205, M4, T10, L3: An Unskewed Reality, TIG, p. 365
  + Criterion 1.4: TIG, M4, T11, L4, Jumping to Conclusions; TIG, M4, T10, End of topic Performance, Clear Learning Center; TIG, M3, T8, L3M, Adders and Multipliers

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.5: TIG, pp. TIGO 65–69 (Navigating Concept Lesson Facilitation Notes); TIG, pp. TIGO 72–73 (Navigating Re-Engagement Lesson Facilitation Notes)
  + Criterion 2.6: TIG, pp. TIGO 22–3 (Standards overview for all topics in Module 1); SE, G1–G25 (Glossary with illustrations)
  + Criterion 2.7: SE, pp. 3–4, 9–10, and at the beginning of every lesson
  + Criterion 2.8: TIG, pp. TIGO 7–9 (Course Design and Overview and Sequence), online Assessment Guide
  + Criterion 2.9: TIG, pp. 1A, 2B, and similar places in module and topic overviews

#### 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: Clear Learning Center: I Can Tracker
  + Criterion 3.2: TIG, p. 90
  + Criterion 3.3: SE, p. 39
  + Criterion 3.4: TIG, p. 28A, Explore and Develop
  + Criterion 3.5: Topic Performance Task—Clear Learning Center, M1, T1, End-of-Topic Assessment, Printable Topic Performance Task
  + Criterion 3.6: TIG, pp. TIGO 54–55, Unpacking a Re-Engagement Lesson—Inside the Student Experience

#### 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: TIG, pp. 2I–J, M1, T1: Equity and Access for All Learners, Optimizing Learning Through UDL – Topic Overview
  + Criterion 4.4: Multilingual Learner Support Handbook
  + Criterion 4.5: TIG, p. 15, M1, T1, L3: G of X (Recognizing Functions and Function Families), Language Link, Concept Lesson Facilitation Notes
  + Criterion 4.6: TIG, pp. 16–17, M1, T1, L3: G of X (Recognizing Functions and Function Families), Differentiation Strategy: Challenge Opportunity, Concept Lesson Facilitation Notes
  + Criterion 4.7: SE, pp. 41–55, M1, T2, L2: The Password Is…Operations! (Arithmetic and Geometric Sequences), Concept Lesson

#### 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: TIG, pp. TIGO 2A–2
  + Criterion 5.3: TIG, pp. TIGO 62–63
  + Criterion 5.6: TIG, pp. TIGO 18–19
  + Criterion 5.7: Digital Components: MATHia, Printable Skills Practice & Answer Keys
  + Criterion 5.9: Multilingual Learner Support Handbook (e.g., p. 4)

#### 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 | Int. M1 | TE, SE | TE, p. 166, SE, p. 166 | Problem 2: “warmer where she lives” | “…warmer where he lives” | Pronoun |
| 2 | Int. M1 | TE, SE | TE, p. 286, SE, p. 286 | “125” | “128” | Accuracy |
| 3 | Int. M1 | TE | TE, p. 104 | Blank answer on Problem 4 | *y*1 − *mx*1  (or text to indicate the blank is intentional) | Clarity |

#### Social Content Citations:

None.

### Imagine Learning LLC, Imagine IM California, Mathematics I

#### Program Summary:

The *Imagine IM California* Integrated Math 1 program includes the following: Curriculum Guide (CG); Teacher Edition (TE) – one per unit; Student Workbooks (SW); digital platform (DP)

#### Recommendation:

*Imagine IM California* is recommended for adoption for Mathematics 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: IM 1, A.CED.2: Unit 4 Lesson 2 Lesson Launch: TE pp. 34–41
* Criterion 1.2: IM 1, Why is the curriculum designed this way?: CG p. 34
* Criterion 1.2: IM 1, How do you use the materials?: CG p. 25
* Criterion 1.3: IM 1, Unit 1 Lesson 1: TE pp. 16–26
* Criterion 1.4: IM 1, Example of Unit Level EP&Cs Alignment: Unit 4 TE: p. 5

#### Criteria Category 2: Program Organization

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

##### Citations:

* Criterion 2.1: IM 1, Learning Narrative Videos for each lesson: Unit 4 TE p. 15
* Criterion 2.2: IM 1, Use of Instructional Routines (e.g., *Notice and Wonder*, *Think-Pair-Share*, *Which Three Go Together*) – Integrated Math 1: CG p. 45
* Criterion 2.3: IM 1, Focus on Mathematical Practices: CG pp. 89–92
* Criterion 2.4: IM 1, Problem-Based Learning: CG pp. 22–24
* Criterion 2.5: IM 1, Cool-downs: CG pp. 41–46, Unit 7 TE p. 45
* Criterion 2.7: IM 1, Big Idea alignments and lesson-level standard alignments on student lesson screen; Unit 4 TE pp. 203–219

#### 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: IM 1, Modeling Prompts: CG pp. 173–176
* Criterion 3.1: IM 1, Culminating Lesson Example: Unit 4 TE pp. 285–295
* Criterion 3.2: IM 1, End-of-Unit Assessment: CG pp. 61–64
* Criterion 3.3: IM 1, End of Unit Summative Assessment: Unit 4 TE pp. 318–323
* Criterion 3.4: IM 1, Assessment Guidance: CG pp. 58–59
* Criterion 3.4: IM 1 Check Your Readiness for each Unit, Narratives: Unit 4 TE pp. 9–13

#### 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: IM 1, Access for Students with Diverse Abilities, Unit 7 Section B Lesson 5 pp. 98, 100
* Criterion 4.3: IM 1, Developing Math Community (9–12), Unit 1 Lesson 1 p. 30, Unit 2 Lesson 2 p. 30
* Criterion 4.4: IM 1, Family Support Materials in English and Spanish
* Criterion 4.5: IM 1, Language Supports - MLR Unit 1 Lesson 10
* Criterion 4.1: IM 1, Universal Design for Learning and Access for Students with Diverse Abilities: CG pp. 47–57
* Criterion 4.2: IM 1, Activity Synthesis, MLR 8 Discussion Supports: Unit 4 TE p. 33
* Criterion 4.3: IM 1, Access for Students with Diverse Abilities: Unit 4 TE pp. 32, 34, 36
* Criterion 4.4: IM 1, Access for Multilingual Learners: Unit 4 TE pp. 33, 34, 36
* Criterion 4.6: IM 1, Are You Ready for More: Unit 4 TE p. 36

#### 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: IM 1, [Unit-Level Teacher Guides](https://urldefense.com/v3/__https:/careview.ilclassroom.com/lesson_plans/987348-int1-4-lesson-8-which-variable-to-solve-for-part-1?path=Wiki.26949315*2FWiki.28274473*2FWiki.28083871*2FWiki.28109168*2FWiki.24321326&card=25350659__;JSUlJQ!!KlnUNGHvdQ!5G1JmJipdWpuxifDTu9lAa2zdmC6g3T_NaPMvRuNo4_-wdVJPTUgmhAFMAX9LwanrjT3NNPCvSitENHizLgP$) and guidance/Teacher Notes: Unit TEs and DP
  + Criterion 5.6: IM 1, Embedded [Virtual manipulatives](https://urldefense.com/v3/__https:/careview.ilclassroom.com/wikis/10465268-virtual-manipulatives?path=Wiki.26949315*2FWiki.28274413__;JQ!!KlnUNGHvdQ!5G1JmJipdWpuxifDTu9lAa2zdmC6g3T_NaPMvRuNo4_-wdVJPTUgmhAFMAX9LwanrjT3NNPCvSitEGpXvz5z$): DP
  + Criterion 5.8: IM 1, Activity Narrative: Unit 7 TE p. 96
  + Criterion 5.9: IM 1, [Math Language Routines](https://urldefense.com/v3/__https:/careview.ilclassroom.com/wikis/10567341-mathematical-language-routines__;!!KlnUNGHvdQ!5G1JmJipdWpuxifDTu9lAa2zdmC6g3T_NaPMvRuNo4_-wdVJPTUgmhAFMAX9LwanrjT3NNPCvSitEMtlel5q$): Unit 7 TE p. 97, CG pp. 53–57

#### Edits and Corrections

None

#### Social Content Citations

None

### Kendall Hunt Publishing, IMKH California, Integrated Math 1, Mathematics 1

#### Program Summary:

The *IMKH California, Integrated Math 1* program includes the following: Teacher Guides (TG), Student Editions (SE), Teacher Resource Copy Masters (TRCM), Units 1–3, 4–6, 7–9 Teacher Course Guides (TCG).

#### Recommendation:

*IMKH California, Integrated Math 1* is recommended for adoption for Math 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:

1. Criterion 1.1: TCG: Standards for Mathematical Practice <https://accessim.org/9-12-integrated/integrated-math-1/course-guide/smp?a=teacher>
2. Criterion 1.1: TCG: Lessons by Standard <https://accessim.org/9-12-integrated/integrated-math-1/course-guide/lessons-by-standard?a=teacher>
3. Criterion 1.2: Integrated Math 1 Teacher Course Guide “Problem-Based Teaching and Learning” pp. 1–3
4. Criterion 1.3: Unit 4, Lesson 2 Activity 4, Teacher Guide pp. 48–50
5. Criterion 1.4: Unit 3 Lesson 2 (Lesson Narrative) <https://ca.accessim.org/9-12-integrated/integrated-math-1/unit-3/section-a/lesson-2/preparation?a=teacher>

#### Criteria Category 2: Program Organization

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

##### Citations:

* 1. Criterion 2.2: Course Level TCG p.79 Major Concepts
  2. Criterion 2.3: Unit 4–6 TG: pp. 158, 160, 161, 163
  3. Criterion 2.4: Unit 1 Section A Checkpoint “Responding to Student Thinking” in the TCG pp. 37–39
  4. Criterion 2.7: Student Workbook, beginning of each unit “Addressing the Standards”
  5. Criterion 2.8: TCG p. 95
  6. Criterion 2.8: TCG: Pacing Guide <https://accessim.org/9-12-integrated/integrated-math-1/course-guide/scope-and-sequence?a=teacher#pacing-guide>

#### Criteria Category 3: Assessment

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

##### Citations:

* 1. Criterion 3.1:
     + TCG Student Journal Prompts p. 55 and Mathematical Modeling Prompts p. 57
     + TG B Section A Checkpoint p. 25
  2. Criterion 3.2: Unit 7–9 Teacher Resource Copy Masters pp. 86–89 and TG pp. 226–227
  3. Criterion 3.3: End of Unit Assessment Unit 1 <https://cms-assets.illustrativemathematics.org/wgeyb0n8v219l8gxa6wth8bkoeux>
  4. Criterion 3.4: TG Units 4-6, Unit 4 Check Your Readiness Narratives pp. 10–15
  5. Criterion 3.5: Check your Readiness Unit 1 (Pre-Unit Diagnostic) TG Unit 1 p.12 <https://cms-assets.illustrativemathematics.org/x21pcg7z2iw1su27xq2bdomz4guh>
  6. Criterion 3.6: Unit 1, Section A Checkpoint (Responding to Student Thinking) TG Units 1–3, p. 39

#### 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:

* 1. Criterion 4.1: TCG - Advancing Mathematical Language and Access for English Learners pp. 14–17, 21–41, Universal Design for Learning and Access for Students with Disabilities p. 42–47
  2. Criterion 4.3: TCG pp. 42–47 (UDL)
  3. Criterion 4.4: TCG pp. 18–41
  4. Criterion 4.5: TG Unit 1–3, pp. 687, 688, 689, 695, 705
  5. Criterion 4.6: Unit 4 Lesson 9 Activity 2 TG p. 159 Are You Ready For More?

#### 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:

* 1. Criterion 5.1: TCG Dependency Chart p. 92, Unit Narratives (TG Units 1–3 pp. 7, 339, 531)
  2. Criterion 5.2: TG - Unit 7 p. 6A-7 (Unit Overview), pp. 24, 74, 141 (Section Narratives), p. 26 (Lesson Goals and Narrative), p. 29 (Building on Student Thinking), p. 33 (Responding to Student Thinking)
  3. Criterion 5.3: TCG pp. 3–5 and 67–79, TG Unit 7 p. 6B–6C
  4. Criterion 5.8:TG Unit 4 Lesson 17 Activity 3 p. 299 Student Response/Building on Student Thinking and p. 300 Cool Down <https://cms-assets.illustrativemathematics.org/m6z9eh0eitsrlzkzpvghaxm8nnln>
  5. Criterion 5.9: SE Unit 7 Lesson 1 Summary p. 10
  6. Criterion 5.9: SE Unit 7 Lesson 6 p. 64

#### Edits and Corrections:

None

#### Social Content Citations

None

### McGraw Hill, California Reveal™ Integrated I, Mathematics I

#### Program Summary:

The *California Reveal™ Integrated I* program includes the following: SE: Student Edition, TE: Teacher’s Edition, PPT: PowerPoint, V1: Volume 1, V2: Volume 2, DP: Digital Platform, ARB: Assessment Resource Book.

#### Recommendation:

*California Reveal™ Integrated I* is recommended for adoption for Mathematics 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: A-CED.1: SE pp. 22–23, TE V1 pp. 22–23
* Criterion 1: IM 1, Full CCSSM and SMP correlations: SE: pp. A1–A5, TE V1:/V2 pp. A1–A6
* Criterion 1: IM 1, Unit Planner spread. See examples: TE V1: pp. 2a–2d, 56a–56b TE V2: pp. 322a–322d, 380a–380b
* Criterion 2: Explore and Develop: TE V1 p. 75, SE p. 75
* Criterion 3: IM 1, SE: pp. 112, 287; TE V1: pp. 112, 178a, 287
* Criterion 4: IM 1, Mathematical Modeling: SE: pp. 51, 605; TE V1: pp. 51, 229

#### Criteria Category 2: Program Organization

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

##### Citations:

* Criterion 6: IM 1, Unit Planner for Unit 2: TE V1 pp. 52a–52b; Unit Planner for Unit 7: TE V2 pp. 322a–323b
* Criterion 7: IM 1, Common Core State Standards for Mathematics: SE: pp. S1–S8, California Reveal Integrated 1 Standards Alignment: pp. A1–A5
* Criterion 8: IM 1, Scope and Sequence, Pacing Chart: DP
  + Criterion 9: IM 1, Standards Correlation: TE V1/V2 pp. A1–A3

#### Criteria Category 3: Assessment

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

##### Citations:

* Criterion 1: IM 1, Lesson Checks: TE V1 pp.10, 120, 245; TE V2 p. 475; ARB pp. 9, 45, 90, 176
* Criterion 2: IM 1, Examples of Performance Tasks with Performance Task Rubrics: TE V1 pp.[111a](https://my.mheducation.com/secure/reviewer/45c281e6-3e18-479e-a00b-2d8d1007e725/a0a5966b-fb10-47b8-a710-060f3e1336b2/792340bd-cfbd-450b-b6b9-05972fc1f4c8/epub?cfi=epubcfi(%2F6%2F384%5Bdata-uuid-4445b98ce8b44aaba79d4daa9d866367%5D!%2F4%2F2%5Bpage0192-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p192%5D%2F2%2F2%5Bp192-textid0%5D%2C%2F2%5Bword1%5D%2F1%3A0%2C%2F6%5Bword2%5D%2F1%3A4)&epubid=5b02152894154f9c984a9b6b812974a3), 229a; TE V2 pp. 425a; ARB pp. 33–34, 77–78
* Criterion 3: IM 1, Examples of Reflect on Your Thinking: SE: pp. 122, 357; TE V1: p. 122
* Criterion 5: IM 1, Examples of Lesson Checks*:* TE V1: pp. 42, 120, 300; TE V2: p. 526; ARB: pp. 13, 45, 109, 193

#### 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 3: IM 1, TE V1 pp. 112 (Access Content), 118 (Common Misconception); TE V2 pp. 322 (Access Content), 326 (Common Misconception)
* Criterion 4: Multilingual Learner Support scaffolds within each lesson: TE V1 p. 251
* Criterion 5: IM 1, Math Language Routinestosupport students building language proficiency:TE V1 pp. 100 (Lesson 2–6), 149 (Lesson 3–5)
* Criterion 7: IM 1, Visual design that supports student engagement: SE: pp. 426 (Be Curious), 427 (Ignite!)

#### 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 1: IM 1, Examples of Unit Overview: TE V1 p. [2c,](https://my.mheducation.com/secure/reviewer/45c281e6-3e18-479e-a00b-2d8d1007e725/63832275-1fb5-4017-aae9-6d9bdde14626/792340bd-cfbd-450b-b6b9-05972fc1f4c8/epub?cfi=epubcfi(%2F6%2F84%5Bdata-uuid-67444ebd708449e8ac06b140b250a76b%5D!%2F4%2F2%5Bpage0042-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p42%5D%2F2%2F2%5Bp42-textid0%5D%2C%2F2%5Bword1%5D%2F1%3A0%2C%2F4%2F1%3A1)&epubid=5b02152894154f9c984a9b6b812974a3) TE V2 p. [322c](https://my.mheducation.com/secure/reviewer/45c281e6-3e18-479e-a00b-2d8d1007e725/2f180575-71ef-4887-a894-2b17ced9b5e1/3593d733-b820-4cbf-b96f-8c0f38b561f8/epub?cfi=epubcfi(%2F6%2F84%5Bdata-uuid-ec853ba45c2345a08d48c9aaad789092%5D!%2F4%2F2%5Bpage0042-div%5D%2F4%5BPageContainer%5D%2F2%5Bparent-p42%5D%2F2%2F2%5Bp42-textid0%5D%2C%2F2%5Bword1%5D%2F1%3A0%2C%2F4%2F1%3A1)&epubid=c3f6cb80627647249692b2c5c903af90)
* Criterion 2: IM 1, Examples of Content Guides: DP Unit 3; DP Unit 12
* Criterion 3: IM 1, Standards Correlation with Big Ideas & Content Connections: TE V1 p. A1
* Criterion 4: IM 1, Unit Content Guide: DP Unit 3; DP Unit 12

#### Edits and Corrections:

None

#### Social Content Citations

None

### Open Up Resources, Open Up Grade 8 Math 1 – California Standards, Mathematics 1

#### Program Summary:

*The Open Up Grade 8 Math 1 – California Standards* program includes the following Teacher Edition (TE); Student Edition (SE); Course Guide (CG); 5-Practices Charts (5PC).

#### Recommendation:

*Open Up Grade 8 Math 1 – California Standards* is recommended for adoption for Mathematics 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: IM 1, A.SSE.1, Lesson Alignment Unit 1 Lesson 1: TE pp. 40–59, SE pp. 5–14, 114–117
* Criterion 1.2: IM 1, Unit 9 Lesson 3: TE pp. 70–91, SE pp. 28–41
* Criterion 1.2: IM 1, Performance Task Unit 2 Performance Assessment: TE pp. 29–34
* Criterion 1.3: IM1, Unit 4 Lesson 4: TE pp. 99–115, SE pp. 38–47
* Criterion 1.4: IM 1, Environmental Connections, Unit 3 Lesson 1: TE pp. 43; Unit 4 Lesson 5: TE pp. 119

#### Criteria Category 2: Program Organization

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

##### Citations:

* Criterion 2.1: IM 1, Scope and Sequence - Unit Overviews: CG pp. 45–64
* Criterion 2.2: IM 1, About these Materials: CG pp. 6–12
* Criterion 2.3: IM 1, Unit 9 Lesson 2: TE pp. 47–69
* Criterion 2.4: IM 1, Units 4-6: 5PC pp. 7–18; 5 Practice Charts: CG p.10
* Criterion 2.5: IM 1, Supports for English Learners/Math Language Routines - Unit 3 Lesson 1: TE p. 40, CG pp. 19–36
* Criterion 2.6: IM 1, Progression of Learning, Purpose, Unit 1 Lesson 3: TE p. 78
* Criterion 2.6: IM 1, Scope and Sequence - Unit Overviews, Glossary: CG pp. 45–64 and 82–157

#### 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: IM 1, Units 4-6: 5PC pp. 7–18
* Criterion 3.2: IM 1, Assessments: Quick Quizzes, Unit, and Performance Assessments Unit 5: TE pp. 11- 41, CG pp. 42–44
* Criterion 3.3: IM 1, Unit 3 Unit Assessment and Performance Assessment: TE pp. 15–35, CG pp. 42–44
* Criterion 3.4: IM 1, Exit Ticket - Indicators of Understanding and Indicators of Misconceptions - Unit 9 Lesson 3: TE pp. 70–91
* Criterion 3.6: IM 1, Assessments: Quick Quizzes problem narratives, Unit 5: TE p. 11–24

#### 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: IM 1, Supports for English Learners/Math Language Routines - Unit 3 Lesson 1: TE p. 40, CG pp. 19–36
* Criterion 4.2: IM 1, Math Language Routines - Unit 3 Lesson 1: TE p. 40, CG pp. 19–36
* Criterion 4.3: IM 1, Progression of Learning, Purpose, and Teacher Narratives - Launch, Explore, Discuss - Unit 5 Lesson 7: TE pp. 152–170
* Criterion 4.6: IM 1, Ready for More? - Unit 9 Lesson 2: TE p. 59, SE p. 20, CG p. 15
* Criterion 4.7: IM 1, Progression of Learning, Purpose, and Teacher Narratives - Launch, Explore, Discuss: Unit 5 Lesson 7: TE pp. 152–170, SE pp. 66–76

#### 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 5.3: IM 1, How to Use the Materials, Scope and Sequence, Example of Planning for Educators: CG pp. 13–18; Unit 3 Lesson 5: TE pp. 83–108
* Criterion 5.6: IM 1, Design Principles, Open Up Resources’ Guidance, About these Materials, CMI Framework on Equitable Integration of Technology: CG pp. 7–9 and 37–41
* Criterion 5.7: IM 1, Ready, Set, Go Problems-Unit 5 Lesson 2: TE pp. 73–80, SE pp. 20–26, CG pp. 15–16
* Criterion 5.8: IM 1, 5 Practice Charts Units 4–6 - Unit 6 Lesson 3: 5PC pp. 244–250, 5 Practice Charts Units 1–3 - Unit 1 Lesson 9: 5PC pp. 90–99

#### 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** |
| --- | --- | --- | --- | --- | --- | --- |
| 2 | Math 1 | SE, Unit 3, Lesson 6 | 75 | Problem: Rashid visualized this graph of the function: | Change context of problem to match a continuous linear function | Math error This is NOT a linear function.  Currently, the problem shows a graph of a continuous (linear) function. The plot should be a piecewise constant function whose domain is the nonnegative reals and range the nonnegative integers. |

#### Social Content Citations

None

### Savvas Learning Company, enVision+ California Integrated Mathematics I

#### Program Summary:

The *enVision+ California Integrated Mathematics I* program includes the following: SE = Student Edition; TE = Teacher’s Edition; PO = Program Overview; ASB = Assessment Sourcebook; AR:HG = Additional Resources: Hands-On Games; AR:SRP = Additional Resources: Skills Review & Practice; AR:EPC = Additional Resources: EP&C Handbook; AR:EPCTG = Additional Resources: EP&C Handbook Teacher's Guide; AR:SQ = Additional Resources: STEAMQuest; AR:AC = Additional Resources: Amazing Contributions; AR:SC = Additional Resources: Student Companion; AR:TRO = Additional Resources: Teacher Resource Originals; AR:CSPTG = Additional Resources: California Standards Practice Teacher's Guide; AR:MW = Additional Resources: Math Walk video; AR:RBRC = Rubrics; AR:DA = Additional Resources: Interactives Powered by Desmos Tools; AR: MM3A = Additional Resources: Math Modeling in 3 Acts multimedia.

#### Recommendation:

*enVision+ California Integrated Mathematics I* is not recommended for adoption for Mathematics 1 because it is not aligned with the *California Common Core State Standards for Mathematics* (*CA CCSSM*); it does not meet all of the evaluation criteria in category 1, but shows strengths in categories 2–5.

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

The program does not support 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 does not meet all of the evaluation criteria in category 1.

##### Citations:

* Criterion 1.1: Standards Not Met:
  + - N-Q.1: SE/TE, pp. 5–12, 49–55, 62–67, 88, 90, 142, 155, 185, 192, 235, 279, 396. TE, pp. 279B, 415C. The program does not explicitly call for students to interpret the origin in graphs and data displays.
    - F-IF.6: SE, pp. 386–393, 410; TE, pp. 386A–393B, 410, 412–415C. The program does not explicitly call for students to estimate the rate of change from a graph at the point of instruction or during student practice.
    - G-CO.1: TE/SE, pp. 123A–130B, 131A–139B, 140A–145B. The program, as submitted for review, did not include a precise definition of “circle.”
    - G-CO.4: TE/SE, pp. 284, 289, 300. The program does not require students to develop precise definitions of “rotations,” “reflections,” and “translations” in terms of angles, circles, perpendicular lines, parallel lines, and line segments. Descriptions were provided as a list of properties without discussion, analysis, or investigation.
    - F-BF.3: TE, pp. 239A–245B, 401A–407B, 411. The program, as submitted for review, did not include explicit experimentation with cases using technology.
* Criterion 1.2: SE, pp. 21–22. Chapter 5 of the *Mathematics Framework* (p. 9) cites GAISE II, which states: “Data collection designs must acknowledge variability in data” (GAISE II, p. 14). SE, pp. 21–22, Examples 2–4, data collection design that is inconsistent with the guidance. According to Chapter 8 (p. 10) of the *Mathematics Framework,* “[High school] Graduates should propose ways to validly collect data to answer statistical investigative questions.” The cited examples illustrate invalid data collection; the program describes sampling practices that are inconsistent with prior grade-level standards, and the sequence is misaligned in its addressing of a single standard (S.ID.2) while the context and narrative contradict previous learning (7.SP.1) as described in the Framework: “Students must be encouraged and supported to draw on whatever past knowledge and understandings they bring into an activity and to persevere through (and perhaps beyond) the activity’s target mathematical practice and content goals” (p. 11).
* Criterion 1.2: SE, p. 289: Program includes imprecise definitions in its treatment of congruence and definitions of rigid motions and does not build on prior understandings. The program does not provide students with opportunities to develop precise definitions of terms, nor to prove conjectures from those definitions, as called for in the framework.
* Criterion 1.2: TE, p. 117: The program provides projects and data related to real-world applications at the conclusion of a learning sequence. The materials submitted did not provide inquiry-based activities. The Math Modeling in 3 Acts did not include language supports to provide access for all students (e.g., TE, p. 113).

#### Criteria Category 2: Program Organization

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

##### Citations:

* + Criterion 2.6: SE, pp. 3, 5, G2–G26, N1–N5
  + Criterion 2.7: SE, pp. 5, 12, and at the beginning of every lesson
  + Criterion 2.8: TE, pp. xxiii (Pacing for Success), xxv–xxvi (Assessment Resources); AR:SC
  + Criterion 2.9: TE, California Common Core State Standards: Mathematics in enVision+, pp. C2–C8; TE Standards for Mathematical Practice in enVision+, pp. C9–C12

#### 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: Assessment Sourcebook, Lesson 1-2, Exit Ticket
  + Criterion 3.2: Assessment Sourcebook, pp. 46–48, Big Ideas Performance Task 2 Scoring Guide
  + Criterion 3.3: SE, p. 405, Lesson 9-4, Do You UNDERSTAND?
  + Criterion 3.4: TE, p. 199, Lesson 5-3: Exit Ticket Support
  + Criterion 3.5: Assessment Sourcebook Progress Monitoring Assessment, Forms A, B, and C
  + Criterion 3.6: Program Overview Assessment Resources, pp. 40–41

#### 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 students who are at-promise, advanced learners, and students with learning disabilities. However, supports for multilingual learners are not consistent with the California *English Language Development Standards* for students at Emerging or Bridging levels, particularly with regard to inappropriate or inadequate scaffolds for the level.

##### Citations:

* + Criterion 4.2: TE, p. 298A, Lesson 7-2: Quick Check Differentiated Practice Support
  + Criterion 4.2: TE, p. 330, Lesson 8-1: Support Student Understanding and Extend Student Thinking
  + Criterion 4.6: TE, p. 21, Lesson 1-3: Extend Student Thinking
  + Criterion 4.6: AR:TRO, p. 26, Lesson 2-2: Enrichment.
  + Criterion 4.7: AR:SC, p. 17 (e.g., workspace is provided, text in blue ink)

#### 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: TE, pp. 5A–11B
  + Criterion 5.3: TE, p. xxiii; TE, pp. 2E–2F
  + Criterion 5.4: TE, Topic Planner (e.g., pp. 2E–2F)
  + Criterion 5.5: Assessment Sourcebook (e.g., rubrics, answers, and scoring)
  + Criterion 5.7: Additional Practice, digital version available online (e.g., TE, p. 400B)

#### Edits and Corrections:

The panel recommends the following edits and corrections:

| **#** | **Grade level** | **Component** | **Page number or URL** | **Current text** | **Proposed corrected text** | **Reason for edit** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | Int. M1 | TE | xiii | Missing | G-GPE.7 | Standard is missing from the map. |
| 2 | Int. M1 | TE 1 | p. 227 | “one to one relationship” | “special type of relationship” | Original is incorrect. |
| 3 | M1 | TE 1 | p. 95 | “the coefficient… so an increase in m…” | “The coefficient…, so an increase in magnitude of m…” | The original statement is incorrect for m<1. |
| 4 | M1 | SE | p. 12 | “Stacy and Diego both have a athletic shoes” | “Stacy and Diego both have a pair of athletic shoes.” | Grammatical |
| 5 | Int. M1 | TE 2 | p. 342 | Answer to #25 is incorrect | (construction) | Incorrect answer in the TE |
| 6 | M1 | SE | p. 243 | *g*(*x*)=*k*(−*x*)+2 | *g*(*x*)= −(*kx*)+2 | To match language of heading example 3B |
| 7 | M1 | SE | p. 293 | *T*<–11,6> \* *T*<7, -3> (*x,y*) | (*T*<–11,6>\**T*<7, –3>)(*x,y*) | Accuracy |
| 8 | M1 | SE | p. 300 | The image of P is P’ | The image of P is P | Accuracy |
| 9 | M1 | TE, SE | pp. 20–8, 31, 34, 44 | Histograms with interval labels for bins. | Histogram for a continuous variable should have its bins labeled using cut points instead of intervals. | Accuracy. For example, on p. 24, the bins for cost are labeled as 18–19, 20–21, etc. So, where does $19.50 cost go? It’s neither between 18–19 now 20–21. |

#### Social Content Citations:

None.

### TPS Publishing Inc., STEAM into Big Ideas, Mathematics 1

#### Program Summary:

The *STEAM into Big Ideas* Mathematics 1 program includes the following: Big Ideas Math I Teacher Project Guide (PGM1TE). Big Ideas Math I Student Project Guide (PGM1SE). Real Numbers - Teacher Edition (RNM1TE). Real Numbers - Student Edition (RNM1SE). Math I - Combined Strategies - Teacher Edition (CSM1TE). Math I - Combined Strategies - Student Edition (CSM1SE). iMast STEM Guides (IMAST). Environmental Principles and Concepts Activity Book (ECP). Math I - Assessment Generator (AGM1). Interactive Assessment tool (IST). Interactive Homework System (IHS). Intervention Focus Tutorial (IFT). Grade 3 STEM Teacher Project Guide (SPGG3TE). Big Ideas Grade 4 Teacher Project Guide (PGG4TE). Grade 8 STEM Teacher Project Guide (SPGG8TE). Grade 8 STEM Student Project Guide (SPGG8SE). STEAM into Big Ideas Mathematics - Implementation Guide (IGCG).

Big Ideas - Math Online STEAM Library - Middle. Big Ideas - Inclusive Community Reader Activity Library. Big Ideas - Inclusive Community Math After School Math Club Library. Big Ideas - Inclusive Community Math After School PSHE Library. Big Ideas - Inclusive Community Math Literacy and Reteach Library. Big Ideas - Inclusive Community Preferred Supplier 'Didax' Library. Big Ideas - Inclusive Community Homework and Applied Math Library. Big Ideas - Teacher Support - Blackline Master. Big Ideas - Teacher Support. Big Ideas - Environmental Principles and Concepts. Big Ideas - Online Assessment Library K–8.

#### Recommendation:

*STEAM into Big Ideas* is not recommended for adoption for Mathematics 1 because it is not aligned with the *California Common Core State Standards for Mathematics* (*CA CCSSM*), and does not meet all of the evaluation criteria in category 1, and does not show strengths in categories 2–5.

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

The program does not support 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 does not meet all of the evaluation criteria in category 1.

##### Citations:

* Criterion 1.1: Standards Not Met:
* SMP 3: PGM1TE pp. 5, 104. Teacher guidance does not clearly state strategies for engaging and encouraging student-led questioning, communicating, and explaining.
* SMP 6: SMP Activities Rubric, Possible Math Approach for Discussion and rubric statements: PGM1TE pp. 348, 350. The elements included in the program’s Attend to Precision Mastery Levels statements do not develop the student’s ability to attend to precision.
* A-SSE.1b: Affordable on Any Budget, problem 9: RNM1TE p. 85. Students are not asked to interpret the parts in context. CSM1TE pp. 23–31. The problems presented do not include opportunities to interpret complex expressions by viewing one or more of their parts as a single entity.
* A-CED.1 CSM1TE pp. 228, 300, 153: Two-variable absolute value equations are represented but lacks equations and inequalities representing one-variable absolute values. Students are not asked to create one-variable or simple exponential equations or inequalities or to utilize mathematical modeling. Math I - Assessment Generator: This tool references basic equations but does not address inequalities or absolute value.
* A-REI.3 CSM1TE pp. 113–122: A teacher might expect to see simple exponential equations such as “solved for; exponential of a form, such as 2^x=1/16. CSM1SE 9” p. 113–112. A student might expect to see simple exponential equations as stated in the standard. Problems do not include exponential form.
* A-REI.3.1 CSM1TE pp. 123–154: A teacher might expect to see in-context single variable absolute value equations and inequalities in this lesson; pp. 123–138. One-variable absolute value is represented without context.
* A-REI.5 CSM1SE pp. 155–163: The program did not give students the opportunity to “prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation.”
* Criterion 1.2: IM 1, Modeling for Profit: PGM1TE pp. 98–121. The program does not fully develop conceptual understanding of key mathematical concepts.
* Criterion 1.3: IM 1, CSM1TE p. 23, “it’s” uses a possessive pronoun; RNM1SE: p. 12, “mass” and “weight” used interchangeably; CMS1SE: p. 470, “Lines that have a fixed and point on one side is called a ray. otherwise it is known as a ray” (sic). Instructional materials contain many inaccuracies and instances of improper grammar and spelling.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials do not support instruction and learning of the standards.

##### Citations:

* + Criterion 2.1: IM 1, Projects Prior Knowledge: PGM1TE pp. 3–4. The program does not meet the requirements for relating the concepts of the Big Ideas in previous and future grades and the Big Ideas are not fully integrated into strategically designed opportunities for students to use the mathematical practices. <https://www.tpspublishing.com/my-resources/index.php?menu=1254&resource=5981&page=3#page=92>
  + Criterion 2.4: IM 1, Student Journal: PGM1SJ pp. 11, 16, 17. Intervention components, if included, are not designed to help teachers respond to students’ progress in mathematics. The suggested interventions do not meet the requirements to give students access to rich, connected ideas, helping them to develop number flexibility as defined in the *Mathematics Framework*.
  + Criterion 2.4: IM 1, Student Journal: PGM1SJ pp. 23–40. The program does not meet the requirements to give students access to rich, connected ideas, helping them to develop number flexibility as defined in the *Mathematics Framework*.
  + Criterion 2.6: IM 1, See component list above. The program does not contain an overview of clearly defined chapters or units.
  + Criterion 2.9: IM 1, Pacing and Planning: PGM1TE pp. lxix–lxxxv. A list of the CA CCSSM, organized around and within the major concepts, is included in the teacher guidance, together with page-number citations or other references that demonstrate alignment with the content standards but does not include the Standards for Mathematical Practices.

#### Criteria Category 3: Assessment

The instructional materials do not contain strategies and tools for continually assessing student understanding and opportunities for new learning.

##### Citations:

* Criterion 3.1: IM 1, Student Reflection: PGM1TE p. 17. Student and teacher materials do not include formative assessments using multiple methods to assess student understanding as a means of informing instruction. Student reflections on projects occur only after the project ends.
* Criterion 3.4: IM 1, Teacher Implementation Guide – Assessment: IGCG pp. 47–69. Teacher materials rarely include suggestions on the use of assessment data to guide decisions about instructional practices or on ways to modify instruction so that all students are consistently progressing toward meeting or exceeding the standards.
* Criterion 3.5: IM 1, Levels 1–3 Assessment Generator sample for Math I and K8–Math I: AGM1. At each grade level, instructional materials rarely provide assessment practices (e.g., entry-level, diagnostic, formative, interim, skill-based, and summative) necessary to prepare all students for success in higher mathematics instruction.
* Criterion 3.6: IM 1, Levels 1–3 Assessment Generator sample for Math I and K–8 - Math I: AGM1. Teacher and student materials rarely include curriculum-embedded assessments that permit teachers to scaffold student learning. Teacher materials lack guidance for diagnostic feedback.
* Criterion 3.6: IM 1, Environmental Principles and Concepts Project, tasks with rubric: PGM1TE p. 338, pp. 331–351. Teacher materials lack guidance for diagnostic feedback.

#### Criteria Category 4: Access and Equity

Program resources do not 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 do not include suggestions for teachers on how to differentiate instruction to meet the needs of all students. Instructional resources do not provide guidance to support students who are English learners, at-promise, advanced learners, and students with learning disabilities.

##### Citations:

* Criterion 4.1: IM 1, English Language Development - PGM1TE: pp. xxix–xxxiv Instructional materials include scaffolds that do not allow for work along the learning progressions in response to student the needs of students learning English and students with disabilities.
* Criterion 4.3: IM 1, STEM Project Student-researched Teen Driving Premiums, pp. 111–115. Curriculum lacks clear teacher guidance to adapt the curriculum to meet students with identified special needs.
* Criterion 4.5: IM 1 Cognates listing - A1M1COG: pp. 359–362. Teacher materials lack strategies to help English learner students understand the mathematics content and practices that are tied to the Mathematics Framework.
* Criterion 4.5: IM 1, ELD Support, SEN Support, At Home and in the Community: PGM1TE pp. 127–130. Teacher materials lack strategies to help English learner students understand the mathematics content and practices that are tied to the Mathematics Framework.
* Criterion 4.6: IM 1, Mechanics: PGM1TE pp. 1–26. Above-grade-level content standards are interleaved with on-grade-level content. The program does not provide grade-level material experienced at a greater depth.
* Criterion 4.7: IM 1, PGM1SE pp. 4, 5. Visual design of material distracts from the mathematics, and the narrative is improperly spaced and does not support students in engaging thoughtfully with the subject.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials do not contain a clear road map to assist teachers when planning instruction for the specific needs and context of their students. The instructional resources do not 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: IM 1, Vertical Math Plan (online only) <https://www.tpspublishing.com/my-resources/index.php?menu=1240&resource=6031&page=1#page=2> There is no evidence that the teacher’s edition explains the role of the grade-level mathematics within the context of K–12 education.
* Criterion 5.2: IM 1, Projects: PGM1TE vi–xiii. The program does not meet the requirement for providing teacher guidance.
* Criterion 5.5: IM 1, Why are two variables Related?: PGM1TE p. 88. “Answers may vary” is not sufficient support for how student responses or answers could appear.
* Criterion 5.6: IM 1, Didax Working With The Geoboard - Use of Manipulatives: DIGB pp. 60–69. The program does not include clear instructions in the use of digital manipulatives for teachers and students.
* Criterion 5.8: IM 1, Example Student Reflection: PGM1TE pp. 16–17. The program does not include examples of student work and representation of possible student strategies and does not help teachers elicit, make sense of, and respond to student thinking.
* Criterion 5.9: IM 1, Projects – Cognates listing: p. 362. The program does not meet the requirement to support students in developing the language skills needed to meet mathematical learning objectives.

#### Edits and Corrections:

None

#### Social Content Citations

None

## Appendix A: Criteria for Materials and Tools Aligned with the Standards

Chapter 13––2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve

The criteria for the evaluation of mathematics instructional resources for kindergarten through grade eight are organized into five categories:

1. **Mathematics Content/Alignment with the Standards.** CA CCSSM content standards, practice standards, and sequence of the mathematics program provide structure for what students should learn at each grade level.
2. **Program Organization.** Instructional materials support instruction and learning of the Standards, demonstrating how they are grouped around bigger ideas in ways that support coherence and include the instructional guidance features deemed necessary for successful implementation of the program. (These features may include chapter overviews, glossaries, etc.).
3. **Assessment.** A variety of assessment strategies, as defined in chapter 12, are presented in the instructional materials for measuring what students know and are able to do, and guide next steps for teachers.
4. **Access and Equity.** Access to the standards-based curriculum for all students with supports for those with language and learning differences.
5. **Instructional Planning and Support.** Coherent guidelines for teachers to follow when planning to provide effective standards-based instruction and guidance to help teachers provide instruction that ensures opportunities for all students.

Mathematics materials should support teaching to the CA CCSSM as further interpreted through this curriculum framework. To be eligible for adoption, programs must include a well-defined sequence of instructional opportunities that provides a path for all students to become proficient in the standards. While the following are the specified criteria for categories 1–5, the State recognizes that advances in technology, as well as the multiple pathways for student proficiency in the Standards, allow for production of mathematics materials in many different forms that will support instruction and learning of mathematics that will meet the criteria set forth below.

Materials that fail to meet all of the criteria in category 1 (Mathematics Content/Alignment with the Standards) will not be considered suitable for adoption. The criteria for category 1 must be met in the core materials or via the primary means of instruction, rather than in ancillary components. In addition, programs must have strengths in each of categories 2 through 5 to be suitable for adoption.

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

Mathematics materials should support teaching to the CA CCSSM as further interpreted through this curriculum framework. To be eligible for adoption, programs must include a well-defined sequence of instructional opportunities that provides a path for all students to become proficient in the standards.

All programs must include the following features:

1. Instructional materials, as defined in *EC* Section 60010(h), must be aligned to the CA CCSSM Content Standards and SMPs, adopted by the SBE in August 2010 and modified in January 2013.
2. Instructional materials must be consistent with the content of the 2023 *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (*Mathematics Framework*), and the depth of understanding of mathematics and mathematics instruction as described in the Publishers’ and Content Developers’ Guide to the *Mathematics Framework* section in this chapter. Materials develop conceptual understanding of key mathematical concepts and offer engaging applications of the mathematics, using real-world examples and data as a means to spark inquiry and apply mathematical concepts.
3. Instructional materials shall be accurate and use proper grammar and spelling (*EC* Section 60045).
4. Instructional materials include instructional content based on the California Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the SBE (Public Resources Code Section 71301) where practicable and aligned to the guidance in the *Mathematics Framework*.

### Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of mathematics. Instructional materials must have strengths in these areas to be considered suitable for adoption:

1. The instructional materials are consistent with the progressions in the Standards and guidance in this curriculum framework for relating content to the concepts of the Big Ideas in previous and future grades, and fully integrate content into strategically designed opportunities for students to use the mathematical practices. Further information regarding the Big Ideas of mathematics may be found in the “Publishers’ and Content Developers’ Guide to the *Mathematics Framework*” section in this chapter.
2. In each grade in the kindergarten through grade eight sequence, the instructional materials are designed for students and teachers to spend the large majority of their time on mathematical investigations that address the Big Ideas of that grade, as described above, and in the grade-band chapters of the *Mathematics Framework*.
3. Materials drawn from other subject-matter areas are consistent with the currently adopted California standards at the appropriate grade level, including the *California Career Technical Education Model Curriculum Standards* where applicable.
4. Intervention components, if included, are designed to help teachers respond to students’ progress in mathematics, with opportunities to reclaim missed concepts from prior grades; to give growth-mindset messages and communicate that all students can be successful; and to give students access to rich, connected ideas, helping them develop number flexibility as defined in the *Mathematics Framework*.
5. Instructional materials include supporting activities that provide students opportunities to access grade-level mathematics and reason mathematically in age-appropriate contexts, with scaffolds that provide needed foundations or expand depth to provide additional challenges targeted to deeper understanding.
6. Teacher and student materials contain an overview of the chapters or units, clearly identify the target mathematical concepts and practices, and include clear organizers. These may include tables of contents, indexes, glossaries that clarify important mathematical terms, and/or their technology-based resource equivalents.
7. The grade-level standards, Big Ideas, and the SMPs shall be explicitly stated in the student editions demonstrating alignment with student lessons.
8. The instructional materials shall include content, including assessments and all instruction-related activities, for the equivalent of instruction to address a full school year in each grade.
9. A list of the CA CCSSM, organized around and within the major concepts, is included in the teacher guidance, together with page-number citations or other references that demonstrate alignment with the content standards and SMPs.

### Category 3: Assessment

Instructional materials should contain strategies and tools for continually assessing student understanding and opportunities for new learning. Instructional materials in mathematics must have strengths in these areas to be considered suitable for adoption:

1. Student and teacher materials include formative assessments to provide multiple methods to assess student understanding to inform instruction, such as graphic organizers, student observation, student interviews, journals and learning logs, mathematics portfolios, self- and peer evaluations, tests and quizzes, self-reflection, and performance tasks.
2. Student and teacher materials include summative assessments to provide multiple methods of assessing what students have learned and are able to do, such as selected response, constructed response, real-world problems, performance tasks, rubrics, and open-ended questions.
3. Assessments integrate mathematics content and the language needed to participate in the Standards for Mathematical Practice.
4. Teacher materials include suggestions on the use of assessment data to guide decisions about instructional practices, and on ways to modify instruction so that all students are consistently progressing toward meeting or exceeding the standards.
5. At each grade level, instructional materials provide assessment practices (e.g., entry-level, diagnostic, formative, interim, skill-based, and summative) necessary to prepare all students for success in higher mathematics instruction.
6. Teacher and student materials include curriculum-embedded assessments that permit teachers to scaffold student learning. Teacher materials should also provide guidance for diagnostic feedback.

### Category 4: Access and Equity

Resources should 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 should include suggestions for teachers on how to differentiate instruction to meet the needs of all students. In particular, instructional resources should provide guidance to support students who are English learners, at-promise, advanced learners, and students with learning disabilities. Instructional resources must have strengths in these areas to be considered for adoption:

1. Instructional materials include resources for specific student populations that would benefit from supports such as, but not limited to, culturally responsive materials for English learner and other linguistically and culturally diverse students; strategies that reflect Universal Designs for Learning; and scaffolds that allow for work along the learning progressions in response to student needs.
2. Student materials are appropriate for use with a wide range of learners.
3. Teacher materials include comprehensive teacher guidance and differentiation strategies that are tied to the *Mathematics Framework*, based on current and confirmed research, to adapt the curriculum to meet students’ identified special needs and to provide effective, efficient instruction for all students.
4. Teacher materials include strategies for students who are English learners that are consistent with the *California English Language Development Standards: Kindergarten Through Grade 12*, adopted under *EC* Section 60811. In addition, the resource *Improving Education for Multilingual and English Learner Students: Research to Practice* contains a wealth of guidance, resources, and tools for helping schools better meet the needs of multilingual and English learner students (California Department of Education 2020).
5. Teacher materials include strategies to help students who have not yet achieved grade-level proficiency in reading, writing, speaking, and listening in academic English to understand the mathematics content and practices that are tied to the *Mathematics Framework*.
6. Suggestions for advanced learners that are tied to the *Mathematics Framework* and that allow students to study grade-level content in greater depth.
7. The visual design of the materials does not distract from the mathematics, but instead serves to support students in engaging thoughtfully with the subject.

### Category 5: Instructional Planning and Support

Instructional materials must contain a clear road map to assist teachers when planning instruction for the specific needs and context of their students. The instructional resources should support Universal Design for Learning (UDL) and culturally and linguistically responsive instruction—this improves and optimizes teaching and makes learning more equitable for all people based on scientific insights into how humans learn, as described throughout this framework. Instructional materials in mathematics should have strengths in many of these areas to be considered suitable for adoption:

1. A teacher’s edition that explains the role of the grade-level mathematics concepts in the context of the overall mathematics curriculum for kindergarten through grade twelve.
2. Materials provide teacher guidance that includes annotations and suggestions for how to utilize and implement the student and ancillary materials, with specific attention to engaging students to guide their mathematical development.
3. Unit and/or lesson plans, including suggestions for organizing resources in the classroom and ideas for pacing or scope and sequence of instruction.
4. A curriculum guide for the academic instructional year.
5. Answer keys for any workbooks, quizzes, or other related student activities, where appropriate.
6. Materials make use of concrete representations, including manipulatives, audiovisual, multimedia, and interactive technology resources that support instruction of the CA CCSSM, and include clear instructions in their use for teachers and students. Where materials integrate technology—such as interactive tools, virtual manipulatives/objects, and / or dynamic mathematics software—they do so in ways that engage students in applying the standards.
7. Optional homework activities, if included, should extend and reinforce classroom instruction and provide additional practice of mathematical content, practices, and applications that have been taught.
8. Materials provide examples of student work and representation of possible student strategies to orient teachers to student thinking and help teachers elicit, make sense of, and respond to student thinking.
9. Specific strategies to support students in developing the language skills needed to meet the mathematical learning and language objectives that are explicitly and clearly associated with instruction and assessment.
10. Teacher guidance that contains explanations and examples of mathematics concepts.

## Appendix B: Learning Resources Display Centers

Learning Resource Display Centers (LRDCs) are sites where instructional materials programs submitted for the 2025 Mathematics Adoption are on public display. Please call for availability and staffing hours.

**Fresno State Library**

Taylor Petersen

5200 N Barton Ave

Fresno, CA 93740

559-278-0159

[tpetersen@csufresno.edu](mailto:tpetersen@csufresno.edu)

**Humboldt County Office of Education**

Danielle Witten

901 Myrtle Avenue

Eureka, CA 95501

707-441-4505

**Kern County Superintendent of Schools Office**

The Learning Center

Kyle Atkin

2020 K Street

Bakersfield, CA 93301

661-636-4505

kyatkin@kern.org

**San Diego County Office of Education**

Jonathan Hunt

7520 Convoy Ct

San Diego, CA 92111

858-298-2025

[jonathan.hunt@sdcoe.net](mailto:jonathan.hunt@sdcoe.net)

**Ventura County Office of Education**

Ashlee Nishiya, MA, MLS

5100 Adolfo Road

Camarillo, CA 93012

805-437-1340

### LRDCs with Adopted Only

The following LRDCs display only adopted instructional materials; they do not display materials under consideration for adoption.

**Butte County Office of Education**

Karrie Coulter/Jeanette Spencer

2491 Carmichael Drive, Suite 400

Chico, CA 95928

(530) 532-5826

**California State University Fullerton**

Pollak Library, Curriculum Materials Center

Sarah Parramore

800 North State College Boulevard

Fullerton, CA 92834

657-278-2038

**California State University Sacramento**

Library, Reference Department

Briana Zaragoza

6000 J Street

Sacramento, CA 95819

916-278-2304

**Merced County Office of Education**

Educational Services

Richard Winters

632 West 13th Street, Building J-1

Merced, CA 95341

209-381-5908

**Monterey County Office of Education**

Instructional Resources and Technology Department

Lora Carey

901 Blanco Circle/P.O. Box 80851

Salinas, CA 93912-0851

831-784-4155

**San Bernardino County Superintendent of Schools**

Lauryn Wild

Learning Resource Display Center

144 N. Mountain View Avenue

San Bernardino, CA 92415-0020

(909) 386-2603

**San Jose State University**

King Library

Mantra Roy

One Washington Square

San Jose, CA 95192-0028

408-808-2476

**Santa Clara County Office of Education**

Educator Resource Center

Lonni Gause

1290 Ridder Park Drive, MC 232

San Jose, CA 95131

408-453-4255

**Stanislaus County Office of Education**

Christine Sisco

Instructional Support Services

1100 H Street

Modesto, CA 95354

209-238-1300

**Tulare County Office of Education**

Educational Resource Services

Kim Rice

7000 Doe Avenue, Suite A

Visalia, CA 93291

559-651-3031

California Department of Education, September 2025