Category 1: Mathematics content/Alignment with the Standards

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. The mathematics content is correct, factually accurate, and written with precision. Mathematical terms are defined and used appropriately. Where the standards provide a definition, materials use that as their primary definition to develop student understanding.	(6) Pupil Edition (PE) 12, PE 18, PE 206-207 (7) PE 44, PE 88, PE 200-201 (8) PE 72, PE 245, PE 250-251	(6) PE 3, PE 38, PE 220-224 (7) PE 98, PE 300-301 (8) PE 104, PE 158-161, PE 302	Y		
2. The materials in basic instructional programs support comprehensive teaching of the Common Core State Standards for Mathematics and include the standards for mathematical practice at each grade level or course.	Math Practice: (6) PE 71, PE 167, PE 441 (7) PE 59, PE 103, PE 317 (8) PE 3, PE 55, PE 149	Math Practice: (6) PE 191, PE 361, PE 391 (7) PE 29, PE 125, PE 293 (8) PE 203, PE 273, PE 319	Y		
3. In any single grade in the kindergarten through grade eight sequence, students and	(6) Teaching	(6) TE xxxvi-xxxvii	Y		

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		Comments, Citations, and Questions
	Primary	Supporting	Y	N	
teachers using the materials as designed spend the large majority of their time on the major work of each grade.	Edition (TE) xx-xxvii (7) TE xx-xxv (8) TE xx-xxv	(7) TE xxxiv-xxxv (8) TE xxxiv-xxxv			
4. Focus: In aligned materials there are no chapter tests, unit tests, or other assessment components that make students or teachers responsible for any topics before the grade in which they are introduced in the Standards. (One way to meet this criterion is for materials to omit these topics entirely prior to the indicated grades.) If the materials address topics outside of the Common Core State Standards for Mathematics, the publisher will provide a mathematical and pedagogical justification.	(6) PE 104, PE 242; PE 348, Teacher Page (T) 104, T 242, T 348 (7) PE 38, PE 74, PE 264, T 38, T 74, T 264 (8) PE 96, PE 236, PE 328, T 96, T 236, T 328	(6) PE 77, PE 180, PE 380 (7) PE 239, PE 291, PE 331 (8) PE 69, PE 215, PE 307	Y		
5. Focus and Coherence through Supporting Work: Supporting clusters do not detract	(6) PE 140,	(6) PE 306 #34,	Y		

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		Comments, Citations, and Questions
	Primary	Supporting	Y	N	
from focus, but rather enhance focus and coherence simultaneously by engaging students in the major clusters of the grade.	T 140 (7) PE 146, T 146 (8) PE 344-345	PE 313 #27-29, T 36 (7) PE 437 (8) PE 259, PE 352-53			
6. Rigor and Balance: Materials and tools reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by all of the following:					
a. Developing students' conceptual understanding of key mathematical concepts, where called for in specific content standards or cluster headings, including connecting conceptual understanding to procedural skills.	(6) PE 62-65, PE 300-303, PE 354-357 (7) PE 8-11, PE 96-99, PE 198-201 (8) PE 76-79, PE 110-113, PE 300-303	(6) PE 30-33, PE 218-221, PE 396-399 (7) PE 22-25, PE 64-67 (8) PE 126-129, PE 166-169, PE 256-259	Y		
b. Giving attention throughout the year to individual standards that set an expectation of fluency.	(6) PE 4-6, PE 94-96, PE 215	(6) PE 69 #58-61, PE 83 #40,	Y		

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	#22 (7) PE 107 #41- 44, PE 113 #42-45, PE 175 #33-36 (8) PE 207 #25-27, PE 263 #20-22	PE 91 #70-73 (7) PE 219 #46-49, PE 281 #28-30 (8) PE 447 #34			
c. Allowing teachers and students using the materials as designed to spend sufficient time working with engaging applications, without losing focus on the major work of each grade.	(6) PE 152-153, T 152-53, PE 166-167, T 166-67 (7) PE 14-15, T 14-15, PE 406-407, T 406-407 (8) PE 172-173, PE 256-257, T 256-257	(6) PE 24-25, T 24-25, PE 196-197, T 196-197 (7) PE 96-97, T 96-97, PE 214-215, T 214-215 (8) PE 82-83, T 82-83, PE 102-103	Y		
7. Consistent Progressions: Materials are consistent with the progressions in the					

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		Comments, Citations, and Questions
	Primary	Supporting	Y	N	
Standards, by (all of the following):					
a. Basing content progressions on the grade-by-grade progressions in the Standards.	(6) T 52, T 188, T 292 (7) T 42, T 78, T 160 (8) T 40, T 140, T 200	(6) T 108, T 246, T 432 (7) T 212, T 268, T 352 (8) T 240, T 286, T 370	Y		
b. Giving all students extensive work with grade-level problems.	(6) PE 59-61, T 59 (7) PE 32-45, T 32 (8) PE 7-9, T 7	(6) PE 208-209, T 208 (7) PE 182-183, T 182	Y		
c. Relating grade-level concepts explicitly to prior knowledge from earlier grades.	(6) Practice: PE 63, PE 79, PE 233 (7) PE 22, PE 324, T 11 Ex. 3 (8) PE 2-3, PE 26-27, PE 76-77	(6) PE 10, PE 16-17, PE 140 (7) PE 92, PE 270, T 44 (8) PE 18-19, PE 288	Y		
8. Coherent Connections: Materials foster coherence through connections at a single					

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		Comments, Citations, and Questions
	Primary	Supporting	Y	N	
grade, where appropriate and where required by the Standards, by (all of the following):					
a. Including learning objectives that are visibly shaped by CCSSM cluster headings, with meaningful consequences for the associated problems and activities.	Common Core "In this lesson…" (6) PE 62, PE 204, PE 248 (7) PE 50, PE 102, PE 162 (8) PE 2, PE 48, PE 142	Common Core "In this lesson…" (6) PE 314, PE 354, PE 368 (7) PE 170, PE 198, PE 240 (8) PE 202, PE 248, PE 308	Y		
b. Including problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.	(6) PE 308-313 (7) PE 192-196 (8) PE 2-7	(6) PE 219 (7) PE 146-151 (8) PE 10-15	Y		
9. Practice-to-Content Connections: Materials meaningfully connect content standards and practice standards.	(6) PE 84, PE 110, T 54, T 84, T110 (7) PE 28, PE 146, PE 170, T 28, T 146, T 170	(6) T 118, T 210, T 360 (7) PE 50, PE 130, T 50, T 130 (8) PE 242, T 242, PE 266, T 266,	Y		

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	(8) PE 10, PE 148-149, PE 202, T 10, T 148, T 202	PE 300, T 300			
10. Focus and Coherence via Practice Standards: Materials promote focus and coherence by connecting practice standards with content that is emphasized in the Standards.	(6) PE 191Math Practice, T 118 Standards for Mathematical Practice (SMP), T 196 SMP (7) SMP: T 50, T 80, T 170 (8) SMP: T 300, T 422	(6) PE 63 Math Practice, T 54 SMP, T 110 SMP (7) SMP: T 86, T 178, T 232 (8) Math Practice: PE 209, PE 273, PE 417	Y		
11. Careful Attention to Each Practice Standard: Materials attend to the full meaning of each practice standard.	(6) PE 3 Math Practice, T 56 Connect, T 84 SMP, T 152 SMP (7) SMP: T 22,	(6) PE 55 Math Practice, T 140 Connect, T 204 SMP (7) PE 23 Math Practice, PE 139 Math	Y		

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	T 130, T 214 (8) SMP: T 18, T 48, T 148	Practice, T 166 Ex.4 (8) SMP: T 242, T 288, T 300			
12. Emphasis on Mathematical Reasoning: Materials support the Standards' emphasis on mathematical reasoning, by all of the following:					
a. Prompting students to construct viable arguments and critique the arguments of others concerning key grade-level mathematics that is detailed in the content standards (cf. MP.3).	(6) PE 127 Activity 3, T 54 Motivate, T 308 Activity 2 (7) PE 9 Activity 4, T 5 Words of Wisdom, T 195 Ex. 2 (8) PE 185 Activity 2, T 60 SMP	(6) PE 391 Activity 2, T 166 SMP, T 190 SMP, T 396 Activity 1 (7) PE 199 #7, T 81 Activity 2, T 138 SMP (8) PE 249 Activity 3, T 54 SMP, T 64 Ex. 4	Y		
b. Engaging students in problem solving as a form of argument.	(6) T 118 Activity 1, T 210 Activity 1 (7) T 146 Activity 1,	(6) PE 391 Activity 2, T 341 Ex. 3 (7) T 195 Ex. 3, T 198 Activity	Y		

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	T 165 On Your Own, T 170 Activity 1 (8) PE 387 Activity 2, T 301 Activity 3	1 (8) T 335 Activity 2, T 387 Activity 2, T 444 Ex. 1			
c. Explicitly attending to the specialized language of mathematics.	(6) PE 127 The Meaning of a Word, T 127 The Meaning of a Word (7) T 3 Words of Wisdom, T 4 Key Idea (8) T 62 Key Idea, T 84 Discuss	(6) PE 270 Key Idea, T 270 Key Idea, T 296 Motivate (7) T 46 Key Idea, T 170 Meaning of the Word (8) PE 102 The Meaning of a Word, T 112 Key Idea	Y		
d. Materials help English learners access challenging mathematics, learn content, and develop grade-level language.	(6) T 87 English Language Learners (ELL), T 113 ELL, T 177 ELL (7) T 3 ELL, T 83 ELL, T 125 ELL	(6) T 213 ELL, T 225 ELL (7) T 11 Differentiated Instruction, T 139 ELL, T 171 ELL (8) T 121 ELL,	Y		

Mathematics Content/Alignment with the Standards	Publisher Citations		Criterion Met?		Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	(8) T 13 ELL, T 51 ELL, T 77 ELL	T 145 ELL, T 181ELL			

Category 2: Program Organization
The organization and features of the instructional materials support instruction and learning of the Standards. Teacher and student materials include such features as lists of the standards, chapter overviews, and glossaries. Instructional materials must have strengths in these areas to be considered suitable for adoption.

Program Organization	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. A list of Common Core State Standards for Mathematics is included in the teacher's guide together with page number citations or other references that demonstrate alignment with the content standards and standards for mathematical practice. All standards must be listed in their entirety with their cluster heading included.	(6) TE xx-xxvi (7) TE xx-xxiv (8) TE xx-xxiv		Y		
2. Materials drawn from other subject-matter areas are consistent with the currently adopted Common Core State Standards at the appropriate grade level.	(6) PE 83 #31-34 (7) PE 253 #2-3 (8) PE 431 #3	(6) PE 263 #4 (7) PE 53 #4 (8) PE 121 #3	Y		
3. Intervention components, if included, are designed to support students' progress in mathematics and develop fluency. Intervention materials should provide targeted instruction on standards from previous grade levels and develop student learning of the standards for mathematical practice.	Skills Review Handbook (6) T 151 Reteaching and Enrichment Strategies (7) T 43 Math Background Notes (8) T 25 Mini	(6) PE 270 On Your Own (7) PE 318 On Your Own (8) PE 258 On Your Own; Game Closet; Lesson Tutorials	Y		

Program Organization	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Assessment				
4. Middle school acceleration components, if included, are designed to support students' progress beyond grade-level standards in mathematics. Acceleration materials should provide instruction targeted toward readiness for higher mathematics at the middle school level.	(Adv1) PE viii-xxii (Adv2) PE viii-xxii	(7A) PE viii-xxiii	Y		
5. Teacher and student materials contain an overview of the chapters, clearly identify the mathematical concepts, and include tables of contents, indexes, and glossaries that contain important mathematical terms.	(6) TE vi-xv, PE viii-xvii, PE A46-A56 (7) TE vi-xv, PE viii-xvii, PE A42-A50 (8) TE vi-xv, PE viii- xvii, PE A44-A52	(6) Record and Practice Journal (RPJ) 239-256 (7) RPJ 243-257 (8) RPJ 231-245	Y		
6. Support materials are an integral part of the instructional program and are clearly aligned with the Common Core State Standards for Mathematics.	(6) RBC iii (7) RBC iii (8) RBC iii	(6) Assessment Book iii (7) Assessment Book iii (8) Assessment	Y		

Program Organization	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		Book iii			
7. The grade-level content standards and the standards for mathematical practice demonstrating alignment to student lessons shall be explicitly stated in the student editions.	Common Core "In this lesson…" (6) PE 230 (7) PE 108 (8) PE 148	Common Core "In this lesson…" (6) PE 208 (7) PE 214 (8) PE 185	Y		

Category 3: Assessment

Instructional materials should contain strategies and tools for continually measuring student achievement. Formative assessment is a systematic process to continuously gather evidence and provide feedback about learning while instruction is under way. Formative assessments can take multiple forms and occur over varied durations of time. They are to be used to gather information about student learning and to address student misunderstandings. Formative assessments are to provide guidance for the teacher in determining whether the student needs additional materials or resources to achieve grade-level standards and conceptual understanding. Instructional materials in mathematics must have strengths in these areas to be considered suitable for adoption:

Assessment	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Not every form of assessment is appropriate for every student or every topic area, so a variety of assessment types need to be provided for formative assessment. Some of these could include (but is not limited to) graphic organizers, student observation, student interviews, journals and learning logs, exit ticket activities, mathematics portfolios, self- and peer-evaluations, short tests and quizzes, and performance tasks.	(6) PE 22, T 27 Closure, PE 77, PE 105-107 (7) T 70 Student Reflective Focus Question, T 185 Error Notebook, T 194 Neighbor Check, T 204 Structured Interview (8)T 63 Think-Pair-Share, T 69 Math Log, T 127 Closure	(6) T 26 Neighbor Check, T 29 Mini-Assessment (7) PE 264 (8) PE 190, PE 328	Y		

Assessment	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
2. Summative assessment is the assessment of learning at a particular time point and is meant to summarize a learner's skills and knowledge at a given point of time. Summative assessments frequently come in the form of chapter or unit tests, weekly quizzes, end-of-term tests, or diagnostic tests.	(6) T1, PE 23, PE 125, PE 184 (7) T 39-41, PE1, PE 34, PE 74 (8)PE 41, PE 165, PE 197-199	Assessment Book; Big Ideas Math Dynamic Assessment Resources DVD; ExamView® Test Generator; Dynamic Assessment and Progress Monitoring Tool	Y		
3. All assessments should have content validity and measure individual student progress both at regular intervals and at strategic points of instruction. The assessments should be designed to: • Monitor student progress toward meeting the content and mathematical practice standards. • Assess all three aspects of rigor: conceptual understanding, procedural skill and fluency, and applications. • Provide summative evaluations of individual student achievement. • Provide multiple methods of assessing what students know and are able to do, such as selected response, constructed response, real-world problems, performance tasks, and	(6) PE 289-291, T 289-291 (7) PE 119-121, T 119-121 (8) PE 237-239, T 237-239	Assessment Book; Big Ideas Math Dynamic Assessment Resources DVD; ExamView® Test Generator; Dynamic Assessment and Progress Monitoring Tool	Y		

Assessment	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
open-ended questions. • Assist the teacher in keeping parents and students informed about student progress.					
4. Intervention aspects of mathematics programs should include initial assessments to identify areas of strengths and weaknesses, formative assessments to demonstrate student progress toward meeting grade-level standards, and a summative assessment to determine student preparedness for grade-level work.	(6) PE 53, Assessment Book 1-3 (7) PE 269, Assessment Book 1-3 (8) PE 137-139, Assessment Book 1-3	Skills Review Handbook; Assessment Book; Big Ideas Math Dynamic Assessment Resources DVD; ExamView® Test Generator; Dynamic Assessment and Progress Monitoring Tool	Y		
5. Suggestions on how to use assessment data to guide decisions about instructional practices and how to modify instruction so that all students are consistently progressing toward meeting or exceeding the standards should be included.	(6) T 242-244 (7) T 38-40 (8) T 197-199	Big Ideas Math Dynamic Assessment Resources DVD; Dynamic Assessment and Progress Monitoring Tool	Y		
6. Assessments that ask for variety in what students produce, answers and solutions, arguments and explanations, diagrams, mathematical models.	(6) PE 185-187, T 185-186 (7) PE 265-266, T 265-266	Big Ideas Math Dynamic Assessment Resources DVD; ExamView® Test Generator; Dynamic	Y		

Assessment	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	(8) PE 97-99, T 97-99	Assessment and Progress Monitoring Tool; bigideasmath.com Performance Tasks			
7. Assessment tools for grades six through eight help to determine student readiness for Common Core Algebra I and Common Core Mathematics I.	Assessment Book: (6) 1-3, 125-132 (7) 1-3, 125-132 (8) 1-3, 125-132	Big Ideas Math Dynamic Assessment Resources DVD; ExamView® Test Generator; Dynamic Assessment and Progress Monitoring Tool	Y		
8. Middle school acceleration aspects of mathematics programs include an initial assessment to identify areas of strengths and weaknesses, formative assessments to demonstrate student progress toward exceeding grade-level standards, and a summative assessment to determine student preparedness for above grade-level work.	Assessment Book 1-3 (grades 6-8); Advanced 2 RBC and Assessment Book 241-252	Big Ideas Math Dynamic Assessment Resources DVD; ExamView® Test Generator; Dynamic Assessment and Progress Monitoring Tool	Y		

Category 4: Universal Access

Students with special needs must be provided access to the same standards-based curriculum that is provided to all students, including both the content standards and the standards for mathematical practice. Instructional materials should provide access to the standards-based curriculum for all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities. Instructional materials in mathematics must have strengths in these areas to be considered suitable for adoption:

Universal Access	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Comprehensive guidance and differentiation strategies, 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. Strategies may include: • Working with students' misconceptions to strengthen their conceptual understanding. • Intervention strategies that describe specific ways to address the learning needs of students using rich problems that engage them in the mathematics reviewed and stress conceptual development of topics rather than focusing only on procedural skills. • Suggestions for reinforcing or expanding the curriculum. • Additional instructional time and additional practice, including specialized teaching methods or materials and accommodations for students with special needs.	(6) T 72 Common Error, T 70 Common Error, T 123 Reteaching and Enrichment (7) T 47 Differentiated Instruction, T 149 Common Error, T 246 Struggling Students (8) T 42 Common Misconception, T 70 Common Misconception; Differentiated Instruction at bigideasmath.com under the Teachers Tab; Student Tutorials with closed captioning;	(6) T 40 Common Error, T 118 Common Misconception (7) T 141 Differentiated Instruction, T 243 Differentiated Instruction; (8) T 113 Common Error, T 162 Common Errors, T 163 Reteaching and Enrichment Strategies	Y		

Universal Access	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
• Help for students who are below grade level, including more explicit explanations with ample and different opportunities for review and practice of both content and mathematical practices standards, or other assistance that will help to accelerate student performance to grade level. • Technology may be a used to aid in the implementation of these strategies.	student text with audio in English and Spanish at bigideasmath.com under the Student Tab				
2. Strategies for English learners that are consistent with the English Language Development Standards adopted under Education Code Section 60811. Materials incorporate strategies for English learners in both lessons and teacher's editions, as appropriate, at every grade level and course level.	(6) PE 64 The Meaning of a Word, T 79 ELL, (7) T 3 ELL, T 17 ELL, PE 18 Different Words, Same Question, PE 194 Key Idea (8) T 5 ELL, T 13 ELL, PE 30 Different Words, Same Question	(6) PE 126 The Meaning of a Word, PE 208 Different Words, Same Question, T 193 ELL (7) PE 221 What Is Your Answer?, T 65 ELL (8) PE 144 Key Idea, PE 44 Key Idea	Y		
3. Materials incorporate instructional strategies to address the needs of students with disabilities in both lessons and teacher's editions, as appropriate, at every grade level and course level, pursuant to Education	(6) PE 57 #3, PE 277 Reading, T 63 Differentiated	(6) T 191 Differentiated Instruction, T 205 Differentiated Instruction	Y		

Universal Access	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
Code section 60204(b)(2).	Instruction, T 120 Differentiated Instruction (7) T 67 Differentiated Instruction, T 87 Differentiated Instruction, PE 170 The Meaning of a Word (8) T 43 Reteaching and Enrichment, PE 207 Fair Game Review	(7) PE 89 On Your Own, PE 248 On Your Own, T 89 ELL (8) T 251 Reteaching and Enrichment, PE 279 Check It Out Vocabulary Check			
4. Teacher and student editions include thoughtful and well-conceived alternatives for advanced students and that allow students to accelerate beyond their grade-level content (acceleration) or to study the content in the Common Core State Standards for Mathematics in greater depth or complexity (enrichment).	(6) Big Ideas Math Advanced 1; (7) Big Ideas Math Advanced 2; (7) Big Ideas Math Course 2 Accelerated	(6) TE 179 Reteaching and Enrichment Strategies (7) T 331 Reteaching and Enrichment Strategies (8) T 299 Reteaching and Enrichment Strategies	Y		

Universal Access	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
5. Materials should help students understand and use appropriate academic language and participate in discussions about mathematical concepts and reasoning. Materials should include content that is relevant to English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.	(6) T 111 Differentiated Instruction, PE 205 In Your Own Words (7) T 320 Closure, PE 214 (8) T 241 Reteaching and Enrichment, PE 22 On Your Own	(6) PE 56 Study Tip (7) T 125 English Language Learners (8) T 90 Alternate Assessment Options	Y		
6. Materials help English learners access challenging mathematics, learn content, and develop grade-level language. For example, materials might include annotations to help with comprehension of words, sentences and paragraphs, and give examples of the use of words in other situations. Modifications to language do not sacrifice the mathematics, nor do they put off necessary language development.	(6) PE 112 Study Tip (7) PE 46 Key Idea (8) T 84 English Language Learners	(6) PE 250 The Meaning of a Word (7) PE 321 Vocabulary and Concept Check (8) PE 101	Y		
7. Materials are consistent with the strategies found in Response to Intervention and Instruction.	(6) PE 124 (7) PE 151 Fair Game Review (8) T 96 Reteaching and Enrichment	Basic Skills and Skills Review Handbook; Game Closet	Y		

Universal Access	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		(online); Lesson Tutorials (online)			
8. The visual design of the materials does not distract from the mathematics, but instead serves to support students in engaging thoughtfully with the subject.	(6) PE 194 Practice and Problem Solving (7) PE 62-63 Practice and Problem Solving (8) PE 82 The Meaning of a Word	(6) PE 61 #55, #57 (7) PE 192 (8) PE 255 #35	Y		

Category 5: Instructional Planning
Instructional materials must contain a clear road map for teachers to follow when planning instruction. Instructional materials in mathematics must have strengths in these areas to be considered suitable for adoption:

Instructional Planning	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. A teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials, including modifications for English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.	(6) T 300-304 Laurie's Notes (7) T 162-166 Laurie's Notes (8) T 248-252 Laurie's Notes	(6) T 195 Exercise 21, T 197 Laurie's Notes (7) T 125 ELL, T 168 Differentiated Instruction (8) T 63 Reteaching and Enrichment, T 249 Differentiated Instruction	Y		
2. A list of program lessons in the teacher's edition, cross-referencing the standards covered and providing an estimated instructional time for each lesson, chapter, and unit.	(6) TE xx-xxvii, TE xxxiv-xxxv (7) TE xx-xxiv, TE xxxii-xxxv (8) TE xx-xxiv, TE xxxii-xxxiii	(6) T 52 (7) T 160 (8) T 100	Y		

Instructional Planning	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
3. Unit and lesson plans, including suggestions for organizing resources in the classroom and ideas for pacing lessons.	(6) TE xxxiv-xxxv (7) TE xxxii-xxxv (8) TE xxxii-xxxiv	Online Lesson Plans	Y		
4. A curriculum guide for the academic instructional year.	(6) TE xxxiv-xxxv (7) TE xxxii-xxxv (8) TE xxxii-xxxiv	Online Lesson Plans	Y		
5. All components of the program are user friendly and, in the case of electronic materials, platform neutral.	(6) PE 262 Ex. 1-2 (7) PE 81 Activity 2 (8) PE 12 Ex. 1-2	Website, RPJ, Resources by Chapter (RBC), Assessment Book	Y		
6. Answer keys for all workbooks and other related student activities.	Answer Presentation Tool (online), RPJ (online)	(6) RBC A1-A62, Assessment Book A1-A19 (7) RBC A1-A56, Assessment Book A1-A17 (8) RBC A1-	Y		

Instructional Planning	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		A56, Assessment Book A1-A19			
7. Concrete models, including manipulatives, support instruction of the Common Core State Standards for Mathematics and include clear instructions for teachers and students.	(6) PE 78 Essential Question, T 78 Motivate (7) PE 8, T 8 Demonstrate (8) PE 42-43, T 42-43	(6) PE 84, T 84 (7) PE 86-87, T 86-87 (8) PE 334 Activity 1, T 334 Motivate	Y		
8. A teacher's edition that explains the role of the specific grade-level mathematics in the context of the overall mathematics curriculum for kindergarten through grade twelve.	(6) T 52, T 108 (7) T 78, T 160 (8) T 240, T 332	(6) T 188 (7) T 212 (8) T 40	Y		
9. Technical support and suggestions for appropriate use of audiovisual, multimedia, and information technology resources.	website		Y		
10. Homework activities, if included, that extend and reinforce classroom instruction and provide additional practice of mathematical content, practices, and applications that have been taught.	(6) PE 222-223, T 222 (7) PE 218-219, T 218 (8) PE 7-9,	(6) PE 156-157, T 156 (7) PE 68-69, T 68 (8) PE 80-	Y		

Instructional Planning	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	T 7	81, T 80			
11. Strategies for informing parents or guardians about the mathematics program and suggestions for how they can help support student progress and achievement.	Parent Letter (website)		Y		

Category 6: Teacher Support
Instructional materials should be designed to help teachers provide mathematics instruction that ensures opportunities for all students to learn the essential skills and knowledge specified for in the Common Core State Standards for Mathematics.

Teacher Support	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
1. Clear, grade-appropriate explanations of mathematics concepts that teachers can easily adapt for instruction of all students, including English learners, advanced learners, students below grade level in mathematical skills, and students with disabilities.	(6) PE 192, T 190-193 (7) PE 170, T 170-174 (8) PE 242, T 242-246	(6) T 196 Motivate (7) T 175 Taking Math Deeper (8) T 247 Taking Math Deeper	Y		
2. Strategies to identify, address, and correct common student errors and misconceptions.	(6) T 7 Common Errors (7) T 372 Common Errors (8) T 440 Common Errors	(6) T289-291 Item Analysis (7) T 126 Discuss (8) T 320 On Your Own	Y		
3. Suggestions for accelerating or decelerating the rate at which new material is introduced to students.	(6) T 243-245 Item Analysis (7) T 70 Activity Notes (8) T 315 Reteaching and Enrichment	(6) T 307 Reteaching and Enrichment (7) PE 165 On Your Own (8) T 32 Alternative Assessment Options	Y		

Teacher Support	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
4. Different kinds of lessons and multiple ways in which to explain concepts, offering teachers choice and flexibility.	(6) PE 190-191, T 190-191 (7) PE 44-45, T 44-45 (8) PE 60-61, T 60-61	(6) PE 192-193 (7) PE 236-237 (8) PE 206-207	Y		
5. Materials designed to help teachers identify the reason(s) that students may find a particular type of problem(s) more challenging than another (e.g., identify skills not mastered) and point to specific remedies.	(6) T 60 Common Errors (7) T 481 Common Errors (8) T 170 Common Errors	(6) T 119 Laurie's Notes (7) T 364 Ex 1 Common Error (8) T 113 Ex 2 Common Error	Y		
6. Learning objectives that are explicitly and clearly associated with instruction and assessment.	(6) T 134 Goal (7) T 356 Goal (8) T 168 Goal	Lesson Plans (website)	Y		
7. A teacher's edition that contains full, adult-level explanations and examples of the more advanced mathematics concepts in the lessons so that teachers can improve their own knowledge of the subject, as necessary.	(6) T 4 Ex. 1-2, T 253 Taking Math Deeper (7) T 63 Taking Math Deeper, T 194 Ex. 4	(6) T 401 Taking Math Deeper (7) T 419 Taking Math Deeper (8) T 439 Ex. 3-4	Y		

Teacher Support	Publisher Citations		Criterion Met?		CRE/IMR Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	(8) T 171 Taking Math Deeper, T 399 Taking Math Deeper				
8. Explanations of the instructional approaches of the programs and identification of the research-based strategies.	(6) T 22, T 135 Laurie's Notes (7) T 316 Introduction (8) T 2 Activity 1	(6) T 152 Laurie's Notes (7) T 44 Activity 1 (8) T 217 Activity 3	Y		
9. Explanations of the mathematically appropriate use of manipulatives or other visual and concrete representations.	(6) T 30 Motivate (7) T Motivate (8) T 216 Motivate	(6) T 300 Motivate (7) T 368 Motivate (8) T 288 Motivate	Y		