Program Title: *MathLinks:* Grades 6-8

Components:

- 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)

Criteria Map Template–2025 Mathematics Adoption

(Download and use to cite where instructional resources fully address each criterion)

Category 1: Mathematics Content/Alignment with the Standards

Mathematics materials should support teaching to the *California Common Core State Standards for Mathematics with California Additions* (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:

Criterion	Mathematics Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.1	Instructional materials, as defined in *Education Code* (*EC*) Section 60010(h), must be aligned to the CA CCSSM Content Standards and Standards for Mathematical Practice (SMPs), adopted by the California State Board of Education (SBE) in August 2010 and modified in January 2013.	See 2025 CA CCSS-M Adoption Standards Map for Grade 6 See 2025 CA CCSS-M Adoption Standards Map for Grade 7 See 2025 CA CCSS-M Adoption Standards Map for Grade 8			

Criterion	Mathematics Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.2	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 mathematics, using real-world examples and data as a means to spark inquiry and apply mathematical concepts.	**For all grades** • PI pg 17 Conceptual Understanding in *MathLinks* • PI pg 18 Applications in *MathLinks* • PI pg 20 Connecting the Three Aspects of Rigor • PI pg 32 Real-Life Problems and Mathematical Investigations • PI pg 32 Dealing with Data **Examples from Grade 6** • Unit 1 TE-AK pg 3 + 3ab (Name Scores + Lesson Notes) [*data*] • Unit 3 TE-AK pg 3 + 3ab (Paint Mixtures + Lesson Notes) [*concept*] • Unit 5 TE-AK pg 22 (Text Messaging) [*application*] **Examples from Grade 7** • Unit 1 TE-AK pg 10 + 10abc (Investigating One-Third + Lesson Notes) [*concept*] • Unit 9 TE-AK pg 0 + 0a (Felix the Sheep + Lesson Notes) [*application*] • Unit 9 TE-AK pg 13 #7 (Practice 4: Extend Your Thinking) [*application*] • Portal → UR → Unit 6 → OR-S → Math Talk A (Water Used to Make Various Food Items) [*data*] **Example from Grade 8** • Unit 3 TE-AK pg 3 +3ab (Investigating Two Exponent Patterns + Lesson Notes) [*concept*]			

Criterion	Mathematics Content/Alignment with Standards	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
1.3	Instructional materials shall be accurate and use proper grammar and spelling (*EC* Section 60045).	**For all grades** *All materials have been reviewed and edited by professional editors.* **Example from Grade 6** • Unit 3 TE-AK pg 9 (The Assembly) **Example from Grade 7** • Unit 1 TE-AK pg 2 (Introduction to Probability) **Example from Grade 8** • Unit 2 TE-AK pg 2 (Squares and Square Roots)			
1.4	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*.	**For all grades** • PI pg 34 Mathematics and the Environment • Portal →GR→ Mathematics and the Environment **Examples from Grade 6** • Unit 1 TE-AK pgs 1, 8 #5 (Beach Cleanup, Practice 2) • Portal → UR → Unit 4 → OR-S (Project: Why are Parks Good for Communities) **Examples from Grade 7** • Unit 2 TE-AK pg 17 (Practice 7) • Portal → Unit 8 → OR-S → (Project: Preserving the Wonders of the World) **Examples from Grade 8** • Portal → UR → Unit 6 → OR-S (Project: A Bivariate Data Research Project) • Portal → UR → Unit 7 → OR-S (Task: Recycling Plastic Bottles)			

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:

Criterion	Program Organization	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
2.1	The instructional materials are consistent with the progressions in the CA CCSSM 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' Guidance Section in this chapter (Chapter 13).	**For all grades** • Portal → GR → Big Ideas and Progressions • Units 1-10 TE-UPI, page varies (Big Ideas and Connections) [*includes Prior Work and What's Ahead*] • Units 1-10 TE-UPI, pages vary (Applying Standards for Mathematical Practice) • Units 1-10 TE-AK, page varies (Review: Reflection #1, 3) [*Big Ideas, SMPs*] • Units 1-10 TE-AK, first page of each lesson ("Gray Box Title") [*SMP's*] • Units 1-10 TE-AK, pages vary [*SMP's in red italics*] **Examples from Grade 6** • Unit 3 TE-UPI pg xiii (The Proportional Reasoning Progression in *MathLinks*: Grade 6) [*current work*] • Unit 9 TE-AK pg 20 (Strategies for Finding Volume) [*current work SMP 7*] **Examples from Grade 7** • Unit 2 TE-UPI pg v (Math Background: Simple vs. Compound Interest) [*future work*] • Unit 2 TE-AK pg 2 #9-14 (Getting Started) *[prior work*] • Unit 2 TE-AK pg 16 + 16a (Simple Interest + Lesson Notes) [*current work*] **Examples from Grade 8** • Unit 8 TE-UPI pg ix, (Big Ideas and Connections) *[prior, current, future work*] • Unit 8 TE-AK pg 2 (Getting Started) *[prior work*]			

Criterion	Program Organization	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
2.2	In each grade in the kindergarten through grade eight sequence, the instructional materials are designed for students and teachers to spend the 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*.	**For all units in all grades** • PI pgs 2-3 Unit Overview • PI pg 8 Planning Tips • PI pg15 Focus • PI pg 16 Coherence • PI pg 32 Real-Life Problems and Mathematical Investigations [*grade level examples below*] • PI pgs 43-varies (Correlations) • Units 1-10 TE-UPI, page varies (Big Ideas and Connections) **Example from Grade 6** • Unit 9 TE-AK pg 2 + 2a + 10 #5 (Opening Problem: Which Rug is Bigger? + Lesson Notes + Practice 3: Extend Your Thinking) **Example for Grade 7** • Unit 9 TE-AK pg 1, 1a, 13 #7 (Felix the Sheep + Lesson Notes + Practice 4) **Example from Grade 8** • Unit 5 TE-AK pg 1 + 1a + 15 + 15a (The Rope Problem + The Rope Problem Revisited + Lesson Notes)			
2.3	Materials drawn from other subject-matter areas are consistent with the currently adopted CA CCSSM at the appropriate grade level, including the *California Career Technical Education Model Curriculum Standards* where applicable.	Our materials only reference mathematics standards. No attempt is made to reference content from other subjects			

Criterion	Program Organization	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
2.4	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 to develop number flexibility as defined in the *Mathematics Framework*.	**For all units in all grades** • Portal → Landing Page → Skill Boosters [*missed concepts*] • Portal → Landing Page → Puzzles and Games [*number flexibility*] • Portal → UR → Units 1-10 → OR-A Assessment, Feedback, and Follow-up Chart [*intervention suggestions in response to diagnostic information*] • Portal → UR → Units 1-10 → OR-S Essential Skills [*missed concepts*] • Units 1-10 TE-AK, page varies (Reflection #2) [*growth mindset*] **Examples from Grade 6** • Unit 4 TE-AK pg 17 (Getting Started) [*missed concepts*] • Unit 4 TE-AK Cover + pg 21 bottom (Practice 9) [*teacher reminder for Monitor Your Progress, growth mindset*] • Unit 6 TE-AK pg 26 #1 (Spiral Review) [*number flexibility*] **Examples from Grade 7** • Unit 1 TE-AK pg 14 (Practice 5) [*rich, connected ideas*] • Unit 1 TE-AK pg 27 # 1, 2 (Spiral Review) [*number flexibility*] • Portal → Unit 1 → OR-S Essential Skills pgs 1-3 (Open Middle Problems, All About Fourths, Fraction, Decimal, Percent Equivalences) [*missed concepts*] **Examples from Grade 8** • Unit 4 TE-AK pgs 6-7 (Practice 1) [*rich, connected ideas*] • Unit 4 TE-AK pg 31 # 7 (Spiral Review) [*number flexibility*]			

Criterion	Program Organization	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
2.5	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.	**Examples from Grade 6** • Unit 7 TE-AK pg 2 (Getting Started) [*supports Lesson 7.1*] • Unit 7 TE-AK pg 8 (Practice 4: Extend Your Thinking) [*additional challenge*] **Examples from Grade 7** • Unit 6 TE-AK pg 19 + 19a (Introduction to Cups and Counters + Lesson Notes) [*scaffolding*] • Portal → Unit 10 → OR-S → Essential Skills pgs 1, 4, 5: (Open Middle Problems, Line Plots, School Lunch Survey) [*supports Lesson 10.2*] • Portal → Unit 10 → OR-S → Nonroutine Problems, pg 8: (From the Math Olympiad) [*additional challenge*] **Examples from Grade 8** • Unit 9 TE-AK pg 1 + 1abc (Opening Problem: Slides, Turns, and Flips + Lesson Notes) [*scaffolding*] • Unit 10 TE-AK pg 22 (Practice 9: Extend Your Thinking) [*additional challenge*]			
2.6	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, and glossaries that clarify important mathematical terms, and/or their technology-based resource equivalents.	**For all grades** • PI pgs 2-3 Unit Overview • PI pgs 43-varies Correlations [*organized by Topic, by Standard, by Tasks and Projects*] • PI pg 51 or 52 Indexes [*Glossary, Topic*] • Units 1-10 TE-UPI pgs vary (Applying Standards for Mathematical Practice) [*SMP descriptions and examples*] • Units 1-10 TE-AK Cover [*bulleted goals*] • Units 1-10 TE-AK pages vary (Gray boxes at the beginning of each lesson) [*Lesson Summaries, Content Standards, Practice Standards*] • Units 1-10 TE-AK pgs vary (End of each unit) [*Student Resources section with definitions, Content Standards and Math Practices*]			

Criterion	Program Organization	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
2.7	The grade-level standards, Big Ideas, and the SMPs shall be explicitly stated in the student editions demonstrating alignment with student lessons.	**For all grades in all Student Packets** • Units 1-10 SP pages vary (Gray boxes at the beginning of each lesson) [*Lesson Summaries, Content Standards, Practice Standards*] • Units 1-10 SP page varies (Review: Reflection) [*Big Ideas and specific SMP's*] • Units 1-10 SP last page (Common Core State Standards)			
2.8	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.	**For all grades** • PI pg 2-3 Unit Overview • PI pg 9 Planning a Year • Units 1-10 TE-AK pg ii Unit Planning [*top three rows*]			
2.9	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.	**For all grades** • PI pgs 2-3 Unit Overviews [*color-coded to Big Ideas, Standards clusters listed*] • PI pg 16 Focus • PI pg 43-varies Correlations • Units 1-10 TE-UPI pg i, (Common Core State Standards) • Units 1-10 TE-UPI pgs vary (Applying Standards for Mathematical Practice) • Portal → UR → Units 1-10 → OR-S (Quizzes) [*every item is correlated to CCSS-M*] • Portal → UR → Units 1-10 → OR-S (Tasks, Projects) [*correlated to SMPs and standards clusters*] • Portal → GR → (Tests) [*correlated to CCSS-M*]			

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:

Criterion	Assessment	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
3.1	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.	**For all grades** • PI pgs 36-39, 41 Assessment Options • Units 1-10 TE-UPI pg ii, 3rd row (Unit Planning) • Portal → UR → Units 1-10 → OR-A Assessment, Followup, and Feedback Charts • Portal → GR → Pre-Assessments **Examples from Grade 6** • Unit 6 TE-AK Cover + pg 9 (The Problem of 4's Extended) [*Monitor Your Progress – cited at bottom*] • Unit 6 TE-AK pg 12 #6 (Practice 4) [*journal idea – cited at bottom*] • Unit 6 TE-AK pg 24 (Poster Problems) [*group work – teacher observation opportunity*] **Examples from Grade 7** • TE-AK pg 5 (Practice 1) [*"Watch For" - observation / interview*] • TE-AK pg 10 (Crossing the Lake Revisited) [*Rubric-Worthy Problem – teacher/peer feedback*] **Examples from Grade 8** • Unit 8 TE-AK pg 2 (Getting Started) [*review/preview*] • Unit 8 TE-AK pg 29 (Reflection) [*self-evaluation*]			
3.2	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.	**For all grades** • PI pgs 36, 40-42 Assessment Options • Units 1-10 TE-UPI pg ii (Unit Planning) [*3rd row*] • Portal → UR → Units 1-10 → OR-A Assessment, Followup, and Feedback Chart • Portal → UR → Units 1-10 → OR-S Quizzes, Tasks, Projects, Extra Problems • Portal → GR → Cumulative Tests • Portal → GR → Activity Routines [*The MathLinks Rubric*]			

Criterion	Assessment	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
3.3	Assessments integrate mathematics content and the language needed to participate in the SMPs.	**For all grades** • PI pg 39 Rubric-Worthy Problems, The *MathLinks* Rubric [*SMP 1, 3, 4, 6*] • PI pg 42 The Importance of Rubric-Worthy Problems and Tasks • PI page varies Correlations:Tasks and Projects [*correlated to Big Ideas and the SMPs*] • Units 1-10 TE-AK page varies (Reflection #3) • Units 1-10 TE-UPI pages vary (Applying Standards for Mathematical Practice) • Portal → GR → Activity Routines → The *MathLinks* Rubric **Example from Grade 6** • Portal → UR → Unit 9 → OR-S Task (Baseball Packaging Problem) [*summative: 6.NS.AB, 6.RP.A, 6.G.A SMP 1, 2, 3, 5, 6, 7, 8*] **Examples from Grade 7** • Unit 1 TE-AK pg 6a + Slide 2 (Lesson Notes) [*formative, SMP3*] • Unit 1 TE-AK pgs 15-16 (Race to the Top Revisited) [*formative, Rubric-worthy problems, SMP 1, 3, 4, 8*] **Example from Grade 8** • Portal → UR → Unit 1 → OR-S Project (Packing Problems) [*summative: 8.G.C, SMP 1, 2, 3, 4, 5, 6, 7, 8*]			
3.4	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.	**For all grades** • Portal → UR → Units 1-10 → OR-A → Assessment, Follow-up, and Feedback Chart			

Criterion	Assessment	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
3.5	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.	**For all grades** • PI pgs 36-41 Assessment Options • Portal → UR → Units 1-10 → OR-A → Assessment, Follow-up, and Feedback Chart • Portal → UR → Units 1-10 → OR-S Quizzes, Tasks, Projects, Extra Problems • Portal → GR → Pre-Assessments [*diagnostic*] • Portal → GR → Cumulative Tests [*summative /interim*] **Example from Grade 6** • Unit 6 TE-AK Cover + pg 9 (The Problem of 4's Extended) [*Monitor Your Progress – cited at bottom; formative/interim*] **Examples from Grade 7** • Unit 4 TE-AK pg 2 (Getting Stated) [*formative/entry-level*] • Portal → UR → Unit 6 → OR-S → Task (Rectangle Reasoning) [*summative, 7.NA.a, 7.EE.AB, 7.G.B, SMP 1,2,3,4,6,7,8*] **Example from Grade 8** • Portal → UR → Unit 4 → OR-S → Quiz A [*summative/skill based*]			

Criterion	Assessment	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
3.6	Teacher and student materials include curriculum-embedded assessments that permit teachers to scaffold student learning. Teacher materials should also provide guidance for diagnostic feedback.	**For all grades in all units** • Portal → UR → <all units> → OR-A → Assessment, Followup, and Feedback Chart • Units 1-10 TE-AK, pages vary (Getting Started, "Watch Fors", Journal Ideas, Monitor Your Progress, Poster Problems, Reflection) [*observation / written responses*] **Examples from Grade 6** • Unit 6 TE-AK pg 10 (Getting Started) • TE-AK pg 11 (Variables and Expressions - "Watch-fors") [*formative - in a box with red font*] **Examples from Grade 7** • Unit 3 TE-AK pg 5 #4 (Practice 1) [*journal idea – cited at bottom*] • Unit 3 TE-AK Cover + pg 9 (Buddy, Dabney, and Kilroy are Back!) [*Monitor Your Progress – cited at bottom*] **Examples from Grade 8** • TE-AK pg 24 (Poster Problems) [*group work – teacher observation opportunity*] • TE-AK pg 31 (Reflection) [*group discussion, self-evaluation*]			

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:

Criterion	Access and Equity	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
4.1	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.	*Note: Citations for supports for students with special needs; English learners; those who have not achieved proficiency in reading writing; speaking, and listening; and advanced learners are in sections 4.3, 4.4, 4.5, and 4.6 respectively.* **For All Grades** • PI pg 22-28 Universal Design for Learning • PI pg 29-35 Features to Engage Students • PI pg 35 Student Identity and Culture • Units 1-10 TE-UPI pg iii (Planning for Different Users) • Units 1-10 TE-UPI pages vary. (Teaching Tips) [*Strategies to Support Different Learners, Developing Language Skills Through MathLinks, Enrichment and Challenges for Advanced Learners*] • Units 1-10 TE-AK Cover – *MathLinks* class [*culturally responsive*] **Examples from Grade 6** • Portal → UR → Unit 3 → OR-S Project (Our Heritage Through Food) [*culturally responsive*] • Unit 5 TE-AK pg 2 (Getting Started) [*access prior knowledge*] • Portal → UR → Unit 5 → OR-S Essential Skills pg 1 (Decimals) [*just in time review]* • Unit 7 TE-AK pg 3 + 3ab (What Comes Next?) [*UDL: Representation*]			

Criterion	Access and Equity	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
4.1 Continued		**Examples from Grade 7** • Unit 3 TE-AK pg 18. (Yazzie's Cornbread Recipe) [*culturally responsive*] • Unit 4 TE-AK pg 25 + R4-2ab. (Integer Battle + Reproducible) [*UDL: Action and Expression*] • Unit 4 TE-AK pgs 0, 3 #12, 27, 31. (My Word Bank, A Counter Model, Vocabulary Review, Student Resources) [*scaffold: vocabulary work*] **Examples from Grade 8** • Unit 4 TE-AK pg 1 + 1a (Slides and Jumps + Lesson Notes) [*UDL: Engagement*] • Unit 9 TE-AK pg 22 (Mandalas) [*Sanskrit word from Hinduism and Buddhism meaning circle*] • Unit 7 TE-AK pgs 14 + 14ab (Cups, Counters, and Balance) [*scaffolding*]			
4.2	Student materials are appropriate for use with a wide range of learners.	**For All Grades** • PI pg 11 Planning Tips: Once You've Got the Basics Down • PI pgs 22-28 Universal Design for Learning • Units 1-10 TE-UPI pages vary. (Teaching Tips) [*Strategies to Support Different Learners, Developing Language Skills Through MathLinks, Enrichment and Challenges for Advanced Learners*] • Portal → Landing Page → Skill Boosters [*intervention*] • Portal → Landing Page → Puzzles and Games [*organized by level of difficulty*] • Portal → UR → Units 1-10 → OR-S → Extra Problems, Essential Skills, Essential Skills, Math Talks, Nonroutine Problems, Tasks. Projects, Technology Activities [*range of skills and interests*] **Examples from Grade 6** • Unit 9 TE-AK pgs 2 + 2ab + pg 10 #5 (Which Rug is Bigger? + Lesson Notes + Practice 3: Extend Your Thinking) [*low floor/high ceiling*] • Unit 9 TE-AK pgs 4 + 4ab + 26 (A Tangram Puzzle + Lesson Notes + Tangram Area) [*accessible / manipulative*] • Unit 9 TE-AK pg 25 (Review: Why Doesn't It Belong) [*accessible / multiple solutions*]			

Criterion	Access and Equity	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
4.2 Continued		**Examples from Grade 7** • Unit 1 TE-AK pg 1 + 1ab + 16 (Race to the Top + Lesson Notes + Race to the Top Revisited) [*low floor/high ceiling*] • Unit 7 TE-AK pgs 5-6 + 6abc + R7-1 (The Hundred Chart Puzzle + Lesson Notes + Reproducible) [*varied levels of difficulty for puzzle pieces*] • Unit 7 TE-AK pg 10 (Solving Equations with Balance) [*manipulative / scaffolding*] **Examples from Grade 8** • Unit 4 TE-AK pgs 1 + 1ab (Opening Problem: Slides and Jumps + Lesson Notes) [*puzzle / low floor, high ceiling*] • Unit 4 TE-AK pgs 26 + 26a (Poster Problems: Introduction to Functions) [*accessible / groups*] • Unit 7 TE-AK pg 26 (Open Middle Problems: Linear Equations and Systems 1) [*low floor, high ceiling, open middle*] • Unit 9 TE-AK pgs 1 + 1abc (Slides, Turns, and Flips + Lesson Notes) [*patty paper comes with program / scaffolding*]			

Criterion	Access and Equity	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
4.3	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.	**For all grades** • PI pg 22-26 Universal Design for Learning • PI pgs 29-32 Features to Engage Students: Kinesthetic Activities; Activity Routines; Puzzles, Games, and Card Sorts • Units 1-10 TE-UPI pg iii. (Planning for Different Users: Struggling Learners) • TE-UPI Units 1-10, pages vary (Strategies to Support Different Learners) • Portal → Landing Page → Skill Boosters • Portal → UR → Units 1-10 → OR-A → Assessment/Follow-up/Feedback • Portal → UR → Units 1-10 → OR-S → Essential Skills, Extra Problems • Portal → GR → References **Examples from Grade 6** • Unit 4 TE-AK pg 3 + 3abc (Division Strategies + Lesson Notes) • Unit 1 TE-AK pgs 20 + xx (Match and Compare Sort + R1-7 Match and Compare Sort Cards) • Unit 1 TE-AK pg 23 #1 (Spiral Review) [*recurring feature*] **Examples from Grade 7** • Unit 4 TE-UPI pg v (Applying Standards for Mathematical Practice – SMPs 5, 7, 8) • Unit 4 TE-AK pgs 5 + 5ab (Adding Integers with Counters + Lesson Notes) [*manipulative, sentence frames; structured workspace, consistent language*] • Unit 4 TE-AK pg 9 (Getting Started) [*diagnostic/review*] **Examples from Grade 8** • Unit 2 pg 26 (Poster Problem: Real Numbers and Pythagorean Theorem) [*groups*] • Unit 2 TE-AK pgs 27 + xxiii (Sort and Match + R2-5 Sort and Match Cards) [*groups / discussion*] • Unit 7 TE-AK pg 14 + 14ab (Cups, Counters, and Balance + Lesson Notes) [*manipulative*]			

Criterion	Access and Equity	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
4.4	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 (CDE, 2020).	**For all grades** • PI pgs 22-25, 27 Universal Design for Learning • PI pgs 29, 32 Features to Engage Students (Hands-on Activities; Puzzles, Games, and Card Sorts) • PI pg 30 Features to Engage Students (Activity Routines) [*especially Match and Compare Sorts, Math Talks, Big Square Puzzles, Poster Problems, Why Doesn't It Belong, The MathLinks Rubric]* • Units 1-10 TE-UPI pg iii. (Planning for Different Users: English Learners) • Units 1-10 TE-UPI pages vary (Strategies to Support Different Learners) [*starred (*) examples*] • Units 1-10 TE-UPI pages vary (Developing Language Skills Through *MathLinks*) • Portal → UR → Units 1-10 → SP → Text File for Translation • Portal → GR → References **Examples from Grade 6** • Unit 1 TE-AK pgs 3 + 3ab + xiv + xv (Name Scores + Lesson Notes + R1-1 Five-Number Summary Cards + R1-2 Measures of Center and Spread Cards) [*kinesthetic activity to develop vocabulary and concepts*] • Unit 1 TE-AK pg 19 + 19a (Poster Problems) [*recurring activity routine – groups of 4*] • Unit 1 TE-AK pgs 20 + xx (Match and Compare Sort + R1-7 Match and Compare Sorting Cards) [*recurring activity routine – pairs*] **Examples from Grade 7** • Unit 9 TE-UPI pg viii (Applying Standards for Mathematical Practice) [*SMP 5*] • Unit 9 TE-AK pgs 0, 3 #8, 26, 31 (My Word Bank, Circles, Vocabulary Review, Student Resources) • Unit 9 TE-AK pgs 8 (Circumference Representations) [*structured workspace, consistent language*]			

Criterion	Access and Equity	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
4.4		**Examples from Grade 8** • Unit 7 TE-AK pg 14 + 14ab (Cups, Counters, and Balance + Lesson Notes) [*manipulative provided*] • Unit 9 TE-AK pg iv (Math Background: Informal Mathematical Vocabulary) • Unit 9 TE-AK pg 1 + 1abc (Opening Problem: Slides, Turns, and Flips) [*patty paper provided*] • Unit 10 TE-AK pg 26 (Make Logical Arguments) [*language practice with partner*]			
4.5	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*.	*Note: Citations in 4.4 above are appropriate. Here, we call attention to specific materials to help students whose first language is English but who have not achieved grade-level proficiency.* **For all grades** • Units 1-10 TE-UPI pages vary (Developing Language Skills through *MathLinks*) **Examples from Grade 6** • Unit 7 TE-AK pg 10 (The Keychain Fundraiser) [*multiple representations*] • Unit 7 TE-AK pg 13 (A Committee Decision) [*application + reading, writing*] • Unit 9 TE-AK pg 2 + 2a (Opening Problem: Which Rug is Bigger?) [*concept + speaking, listening*] **Examples from Grade 7** • Unit 4 TE-AK Unit 4 pg x. (Developing Language Skills Through *MathLinks*) [*language objectives, three-read protocol, journal prompts*] • Unit 5 TE-AK pg 3 + 3a (Multiplying Integers with Counters 1 + Lesson Notes) [*sentence frames, manipulative provided with program*] **Example from Grade 8** • Unit 7 TE-AK pg 16 + 16abc (Solving Equations with Balance 1) [*think aloud strategy*]			

Criterion	Access and Equity	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
4.6	Suggestions for advanced learners that are tied to the *Mathematics Framework* and that allow students to study grade-level content in greater depth.	**For all grades** • PI pg 28 Enrichment for Advanced Learners and Those with Undiscovered Hidden Talents • Units 1-10 TE-UPI pg iii (Planning for Different Users) • Units 1-10 TE-UPI page varies (Enrichment and Challenges for Advanced Users) • Portal → UR → Units 1-10 → OR-S → (Nonroutine Problems, Projects, Technology Activities) **Examples from Grade 6** • Unit 1 TE-AK pg 11 (Practice 4: Extend Your Thinking) • Portal → UR → Unit 1 → OR-S→ Nonroutine Problems [*From the Math Olympiad, pg 3*] • Unit 9 TE-AK pg 2 + 2a (Opening Problem: Which Rug is Bigger?) [*high ceiling for strategies*] **Examples from Grade 7** • Unit 7 TE-AK pgs 5-6 + 6ab + xiii (Hundred Chart Puzzle + Lesson Notes + R7-1) [*low floor-high ceiling elements*] • Unit 7 TE-AK pg 29 (Open Middle Problems) [*low floor-high ceiling elements*] • Unit 9 TE-AK pgs 1 + 14 #7 (Felix the Sheep + Practice 4: Extend Your Thinking) [*challenging!]* **Examples from Grade 8** • Unit 2 TE-AK pg 30 #1 (Spiral Review) [*reference to more challenging puzzles in Portal*] • Unit 8 TE-AK pg 9 + 9a (Solving Systems by Elimination) [*not required in CCSS-M*] • Portal → UR → Unit 5 → OR-S Projects (Create Your Own Function Memory Game)			

Criterion	Access and Equity	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
4.7	The visual design of the materials does not distract from the mathematics, but instead serves to support students in engaging thoughtfully with the subject.	*Note: In this section, we sometimes cite Student Packets (not TE-AK) so reviewers can assess "visual design" from the student's point of view.* **For all Units** • Units 1-10 SP Student Packets [*layout: consumable, manageable amount of work, structured workspace, blank charts, grid paper*] • Units 1-10 SP Student Packets [*consistent features: clearly stated goals, My Word Bank, Monitor Your Progress, Vocabulary Review, Reflection, Student Resources*] • Portal → Units 1-10 → UR → Teacher Edition → Slide Decks [*Animated slides; discussion questions in italic font; written responses in regular font; MathLinks class contributes to discussions from time to time.*] **Example from Grade 6** • Unit 7 TE-AK pg 3 + 3ab (What Comes Next?) [*The "MathLinks Class" joins discussions in the slide deck*] **Example from Grade 7** • Unit 9 SP pg 1 (Felix the Sheep) [*picture aids comprehension, but does not distract*] **Examples from Grade 8** • Unit 5 SP pg 1 (The Rope Investigation) [*picture aids comprehension, but does not take up work space*] • Unit 5 SP pg 30 (Reflection) [*ownership for learning*]			

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 and culturally and linguistically responsive instruction to improve and optimize teaching and make learning more equitable for all people based on scientific insights into how humans learn. Instructional materials in mathematics should have strengths in many of these areas to be considered suitable for adoption:

Criterion	Instructional Planning and Support	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
5.1	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.	**For all grades** • Portal → GR → Big Ideas and Progressions • Portal → GR → Math Background • Units 1-10 (when applicable) TE-UPI pg iv -varies Math Background • Units 1-10 TE-UPI pages vary Big Ideas and Connections **Examples from Grade 6** • Unit 8 TE-UPI pg x (Children's Understanding of the Equal Sign) • Unit 10 TE-UPI pg v (Interpreting the Minus Sign) **Examples from Grade 7** • Unit 4 TE-UPI pg xi Math Background (Why Do We Explore Integer Operations on a Number Line?) • Unit 9 TE-UPI pg iv Math Background (When is a Proof a Proof?) **Examples from Grade 8** • Unit 5 TE-UPI pg iv Math Background (Growing the Formal Definition of Slope) • Unit 9 TE-UPI pg xiv (Laying the Groundwork for the Study of Transformational Geometry in High School)			

Criterion	Instructional Planning and Support	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
5.2	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.	**For all grades** • PI pgs 2-3 Program Components • PI pgs 9-11 Planning Tips • PI pgs 29-35 Features to Engage Students • Units 1-10 TE-UPI pg ii-iii (Unit Planning, Planning for Different Users) • Units 1-10 TE-UPI pages vary (Developing Language Skills through *MathLinks*, Enrichment and Challenges for Advanced Learners) • Units 1-10 TE-AK pages vary throughout (Lessons with Lesson Notes) • Portal → UR → Units1-10 → OR-A Assessment, Follow-up, and Feedback Charts • Portal → GR → (Getting Started Videos and Resource • Portal → GR → Activity Routines **Example from Grade 6** • Portal → UR → Unit 1 → Teacher Edition (Annotated Teacher Edition) [*This file is also in Getting Started Videos and Resources*] **Examples from Grade 7** • Unit 1 TE-UPI pg ix (Strategies to Support Different Learners) [*Know your Learner*] • Unit 1 TE-AK pg 25 (Poster Problems: Probability) [*activity routine*] **Examples from Grade 8** • Unit 4 TE-AK pg 13a (Lesson Notes 4.2: What is a Function?) [*On slides, blue italic text suggests discussion; blue numbered text suggests written responses*] • Unit 4 TE-AK pg 15 (Practice 3) [*"Watch For" suggestion*]			

Criterion	Instructional Planning and Support	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
5.3	Unit and/or lesson plans, including suggestions for organizing resources in the classroom and ideas for pacing or scope and sequence of instruction.	**For all grades** • PI pgs 2-3 Unit Overviews • PI pgs 9-11 Planning Tips • PI pgs 13-15 Materials, Copies, and Shopping Lists • TE-UPI Units 1-10 pg ii (Unit Planning) [*pacing, resources, materials, prepare ahead*] **Examples from Grade 6** • Unit 3 TE-UPI pg ii (Unit Planning) [*pacing suggestions, prepare ahead suggestions*] • Unit 3 TE-AK pg 3 + 3ab (Paint Mixtures + Lesson Notes) [*slides help to pace lesson*] **Example from Grade 7** • Unit 1 TE-AK pg 1 + 1a (Race to the Top + Lesson Notes) [*slides help to pace lesson*] **Examples from Grade 8** • Unit 7 TE-UPI pg ii (Unit Planning) [*cups and counters storing suggestions*]			
5.4	A curriculum guide for the academic instructional year.	**For all grades** • PI pgs 2-3 Unit Overviews • PI pgs 9-11 Planning a Year • Units 1-10 TE-UPI all pages • Units 1-10 TE-AK all pages • Portal → UR → Units 1-10 → OR-A → Assessment, Followup, and Feedback			
5.5	Answer keys for any workbooks, quizzes, or other related student activities, where appropriate.	**For all grades** *Note: All answer keys are in red comic sans.* • Units 1-10 TE-AK • Portal → UR → Units 1-10 → OR-S Quizzes, Extra Problems, Essential Skills, Nonroutine Problems [*answer key files*] • Portal → GR Pre-Assessments, Cumulative Tests [*answer key files*]			

Criterion	Instructional Planning and Support	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
5.6	Materials make use of concrete representations, including manipulatives, audiovisual, multimedia, and interactive technology resources that support instruction o 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.	**For all grades** • PI pgs 29, 32 Features to Engage Students: Hands-On Activities; Puzzles, Games, and Card Sorts • Units 1-10 TE-UPI pg ii (Unit Planning) [*materials, reproducibles, prepare ahead*] • Portal → UR → Units 1-10 → OR-S Technology Activities **Examples from Grade 6** • Unit 1 TE-AK pg 7 + 7ab (Name Scores Revisited + Lesson Notes) • Unit 9 TE-AK pgs 13-15 + 15ab +xix – xxi (Finding Surface Area Using Nets + Lesson Notes + R9-4abc Nets of Solids) **Examples from Grade 7** • Unit 2 TE-AK pg 23 + xvi (Matching Scale Drawings of Triangles and Rectangles + R2-2 Matching Scale Drawings of Triangles and Rectangles) • Unit 6 TE-AK pg 19 + 19a (Introduction to Cups and Counters + Lesson Notes) • Unit 6 TE-AK pg 41 (Student Resources: Simplifying Expressions Using a Model) **Examples from Grade 8** • Unit 2 TE-AK pg 11 + 11ab + xxii (A Famous Theorem + Lesson Notes + R2-4 Cut Up Figures) • Unit 7 TE-AK pgs 14 + 14ab (Cups, Counters, and Balance + Lesson Notes) [*manipulative provided with the program*] • Unit 9 TE-AK pgs 1 + 1abc (Slides, Turns, and Flips) [*patty paper provided with the program*]			
5.7	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.	**For all grades** • PI pg 4 Program Components: Student Packets [see *bottom reference to homework*] • Units 1-10 TE-AK pages vary (“Practice”) • Units 1-10 TE-AK page varies (Vocabulary Review) • Units 1-10 TE-AK pages vary (Spiral Review) • Portal → UR -- Units 1-10 → OR-S Projects [*most units have projects*]			

Criterion	Instructional Planning and Support	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
5.8	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.	**For all grades** • Units 1-10 TE-AK Answer Keys [*include student strategies*] • Units 1-10 TE-AK pages vary "Watch Fors" • Portal → UR → Units 1-10 → Slide Decks [*slides vary: MathLinks class suggests strategies]* **Examples from Grade 6** • Unit 4 TE-UPI pg xiii (Advantages of the Divide Across Rule for Students) • Unit 4 TE-AK pg 8 + 8ab (Division Procedures + Lesson Notes) [*two students' work pathways are provided for discussion*] • Unit 4 TE-AK pg 15 (Why Doesn't It Belong?) [*responses are provided for every choice*] **Examples from Grade 7** • Unit 6 TE-UPI pg xi (Confusing Perimeter and Area) • Unit 6 TE-AK pg 5 #2-3 (Practice 1) [*possible solutions given*] • Unit 6 TE-AK pg 23 #5 (Expression Card Sort…and More) **Examples from Grade 8** • Unit 7 TE-AK pg 6 #3-6 (Practice 2) [*"Watch For" box*] • Unit 7 TE-AK pgs 17 + 17ab (Solving Equations with Balance 2 + Lesson Notes) [*slides present student strategies*]			

Criterion	Instructional Planning and Support	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
5.9	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.	**For all grades** • PI pg 11 Once You've Got the Basics Down [*build a vocabulary routine…*] • PI pg 24 Strategies to Support Different Learners: Increase Academic Language Through Mathematics • PI pg 27 Math and Language Development • Units 1-10 TE-UPI pages vary (Strategies to Support Different Learners) [*Increase Academic Language Through Mathematics*] • Units 1-10 TE-UPI pages vary (Developing Language Skills through *MathLinks*) **Examples from Grade 6** • Unit 1 TE-AK pg 3 + 3ab + xiv-xi (Name Scores + Lesson Notes + R1-1 Five Number Summary Cards, R1-2 Measures of Center and Spread) [*academic language development*] • Unit 1 TE-AK pg 19 + 19a (Poster Problems: Statistics) [*language practice in groups*] **Examples from Grade 7** • Unit 4 TE-AK pg 5 + 5ab (Adding Integers with Counters) [*sentence frames*] • Unit 10 TE-AK pgs 0, 5 #5, 20, 25 (My Word Bank, Vocabulary Review, Definitions) • Unit 10 TE-AK pg 4 #2 (Populations and Sampling) [*elaborate responses*] **Examples from Grade 8** • Unit 3 TE-UPI pg xi (Developing Language Skills through *MathLinks*) [*journal ideas*] • Unit 3 TE-AK pgs 25 + xvii (Match and Compare Sort + R3-3 Match and Compare Sort) • Unit 9 TE-AK pgs 1 + 1abc (Slides, Turns, and Flips) [*informal language introduced before formal language*]			

Criterion	Instructional Planning and Support	Publisher/Developer Citations	Met Yes	Met No	Reviewer Comments, Citations, and Questions
5.10	Teacher guidance that contains explanations and examples of mathematics concepts.	**For all grades** • Most Units TE-UPI begins on pg iv Math Background • Units 1-10 TE-AK pages vary Student Resources • Portal → GR → Math Background **Examples from Grade 6** • Unit 3 TE-UPI pg xiii (The Proportional Reasoning Progression in *MathLinks*: Grade 6) • Unit 3 TE-AK pg 1 (Nana's Chocolate Milk) [*detailed explanation*] **Examples from Grade 7** • Unit 7 TE-UPI pg xi (About the Equation-Solving Sequence) • Unit 9 TE-AK pg 1 (Felix the Sheep) [*detailed explanation*] **Examples from Grade 8** • Unit 2 TE-AK pg 16 (Revisiting a Rectangle Paradox) [*detailed explanation*] • Unit 5 TE-AK pg 17 (Rectangle Paradox: A Fresh Look) [*detailed explanation*] • Unit 6 TE-UPI pgs vi, xiii, xiv (Bivariate Data and Two-Way Tables, Interpreting Data)			