Publisher Response

Houghton Mifflin Harcourt

This document has been submitted by the publisher in response to the evaluation feedback regarding the Into Math program for kindergarten grade level.

CRITERION 1: ALIGNMENT TO IDAHO CONTENT STANDARDS IN MATHEMATICS

Standards for Mathematical Practice

SMP	Justification: Provide as evidence example tasks or lessons from materials that engage students in each SMP. Provide descriptions, not just page numbers.	Reviewer Rating	Publisher Response
1. Make sense of problems and persevere in solving them.	The score is zero because the problems are below grade level throughout all the modules. Limited opportunities for perseverance are presented when the problems lack rigor or a degree of difficulty to promote errors for analysis.	0	Students are encouraged to make sense of rigorous problems and persevere in solving them throughout each lesson. Strategies are highlighted in the teacher's edition to encourage student growth. There are guided discussion questions, leveled questions, and spark your learning tasks to increase rigor. The Spark your learning tasks require students to build on prior knowledge and use critical thinking. The persevere section provides strategies for teacher's by including advancing and accessing students. See the following links for examples of these types of problem: Lesson 2.1 Lesson 14.1
2. Reason abstractly and quantitatively.	The score is a one because of a lack of rigor. Only module 13 has some reasoning for quantities. Some guiding questions in the modules call provide opportunities.	1	The math practice of reason abstractly and quantitatively is highlighted in each lesson. Beginning in lesson one through the entire text, students are exposed to reasoning problems, activities, and tasks. Over 60 lessons specifically encourage students to build their reasoning skills both abstractly and quantitively. See the following links for examples of these types of problems:

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			Lesson 1.1 Lesson 4.2 Lesson 17.4
3. Construct viable arguments and critique the reasoning of others.	Limited opportunities provided. The lack of difficulty of the problems make it difficult to have a discussion and critique others, especially, when the answer is obvious.	1	Into Math includes rigorous activities, tasks, and problems throughout each lesson. Students build their critical reasoning of others during the various Turn and Talk opportunities which encourages open discourse of solutions and explanation of their thinking. The Teacher Edition provides sample discussion questions to support the construction of arguments and critique of others. The language development routine, Critique, Correct, and Clarify, in which students correct an error in an explanation, argument or solution method and then discuss with a partner to improve the work. This routine occurs in many lessons throughout the program and supports Mathematical Practice 3 (e.g. Lesson 7.3 (page 197), 19.2 (page 487), etc.) See the following links for additional examples of these types of problems: Lesson 19.1 Lesson 20.2
4. Model with mathematics.	There are ample opportunities for modeling through all the modules, however, there is little opportunity for actual student work and practice problems are minimal.	1	Students are encouraged to model with mathematics while using manipulatives, drawing, and on our online platform, Ed. Located on Ed students can find additional practice problems and digital manipulatives. Teachers are able to assign modeling practice problems as needed to students. In addition to practice opportunities throughout the program, each lesson contains a "Sharpen Skills" section which contains on-level activities to build fluency and practice basic skills (for example page 127B). Additional Practice is also available in the Differentiated Instruction ancillary. There are also games and fluency builder activities in Math Center Options. See the following links for examples of these types of problems: Lesson 5.7 Lesson 12.5

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5. Use appropriate tools strategically.	The tools are used appropriately, but not necessarily strategically.	1	The strategic use of appropriate tools can be located in every module of Into Math. Spark your learning, module review, and a plethora of lessons highlight the using appropriate tools strategically. As students are developing their mathematical skills, they are shown multiple tools to strengthen their understanding of concepts. See the following links for examples of these types of problems: Lesson 3.1 Lesson 8.4
6. Attend to precision.	Throughout the program, there is little opportunity to have a wrong answer. Answers are one entry point and level-1 type questions.	0	Step It Out activities offers the students flexibility is sharing their answers in an open response style. Teachers are given supports to support student misconceptions by highlighting common errors and including possible follow up questions to further critical thinking amongst the students. Attend to precision are consistently thought out the text and on our interactive platform, Ed. See the following links for examples of these types of problems: Lesson 2.4 Lesson 10.5
7. Look for and make use of structure.	Not present.	0	Students will look for and make use of structure in Step It Out tasks, Build understanding activities, and On Your Own problems. More practice can be found in the student edition or on the online platform, Ed. Throughout Into Math kindergarten students look closely to discern a pattern or structure. For example, students might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. In lesson 9.1, students look at the hundred chart and find ways the columns of numbers are alike and different. They also explore the patterns the numbers make in the rows and columns. See the following links for examples: Lesson 3.3 Lesson 9.1

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8. Look for and express regularity in repeated reasoning.	All the modules are word problem based, so there is regularity. Score is a one because the ability for student reasoning is limited due to teacher direction of problems. Minimal opportunities exist to practice this standard.	1	The practice of looking for and express regularity in repeated reasoning can be found throughout Into Math. Specific examples include Turn and Talk opportunities, which encourage students to discuss solutions and explain their thinking, Put it in Writing, and Exit Tickets. Mathematical Practice 8 is specifically called out in the Teacher Edition throughout lessons and strategies are given to help teachers implement the Math Practice. See the following links for examples: Lesson 3.6 Lesson 13.4

Content Domains and Conceptual Categories

Content Domain	Justification: Provide as evidence example tasks or lessons from materials that engage students in each SMP. Provide descriptions, not just page numbers.	Reviewer Rating	Publisher Response
1. Counting and Cardinality	This is present in modules 1-3. However, there is a limited number of actual opportunities to practice these skills.	1	Counting and Cardinality can be found in the majority of lessons for Into Math Kindergarten. Students have many opportunities to practices these skills in print and digitally. The warmup activities use prior knowledge to establish recall for the students. Teachers have additional resources to utilize with the students to ensure they have ample practice problems such as More Practice/Homework, Reteach, Interactive Reteach, RTI skills, Challenge, and Interactive challenge activities. See the following links for examples: Lesson 1.1 Lesson 17.1
2. Operations and Algebraic Thinking	Modules 4-13 and 17-20 have some operations, however, there are only 2 problems per page and no fluency present.	1	Additional practice and fluency opportunities for operations and algebraic thinking are available throughout the text and online denoted as More Practice/Homework. Additionally, there are specific fluency builder problems available to the teacher for printing and assigning online. See the following links for examples of these types of problems: Additional Practice & Fluency Problems
3. Number and Operations in Base Ten	In module 9, there are a few 100s chart activities and module 17 has a few problems that break down the teen numbers into tens and ones. Limited opportunities provided.	1	The 100's chart activities and other activities to enhance number and operations can be found in the student edition, online, and tabletop flip charts. Students have ample opportunity to fill out the 100's chart with missing information to build fluency and understanding in print and with interactives online. Students will continue to build number sense while breaking down numbers in ones and tens, and counting forward given a number. See the following links for examples of these types of problems: Number and Operations in Base Ten

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4. Measurement and Data	In modules 19 and 20, there are 53 questions for this standard. Limited opportunities provided.	1	Students are asked to describe and compare measurable attributes throughout modules 19 and 20. Students are asked to describe measurable attributes of an object and objects. Additionally, students are asked to compare two objects with commonalities and describe the difference. Students have many opportunities to show mastery of these skills. There are many practice problems in the student edition, homework journal, interactively online, and provided in differentiation resources. See the following links for examples: Lesson 19.1 Lesson 20.3
5. Geometry	In modules 14-16, basic shapes are taught. However, minimal opportunities for practice are provided.	1	Students are tasked to identify and describe shapes in modules 14, 15, and 16. These lessons encourage students to describe multiple objects by name, description, and utilizing mathematical terminology. Additionally, students will be tasked with correctly identifying shapes regardless of orientation or size. This is extended to include identification in the two-dimensional or three-dimensional object. There are many practice problems in the student edition, homework journal, interactively online, provided in differentiation resources, and review materials. See the following links for examples: Lesson 14.4 Lesson 16.7

CRITERION 2: MATHEMATICS INSTRUCTIONAL PRACTICES

Instructional Practice	Justification: Provide as evidence example tasks or lessons from materials that engage students in each SMP. Provide descriptions, not just page numbers.	Reviewer Rating	Publisher Response
1. Clearly communicate mathematics learning goals to students.	The score is 0 because the setup of problems as well as page setup make it difficult for students to complete problems and teachers to efficiently see students' work. For example, on page 187, Module 7, Lesson 1, students are supposed to draw GREEN apples on GREEN trees. The page is so dark with color, it limits the students or teachers' ability to see the green apples that are drawn on trees. Even if the students used pencil, it would be difficult to see. This is the case throughout the kindergarten entire series.	0	Into Math strives to ensure all students are able to use the materials. This is demonstrated by having closed caption and various audio components available on our online platform Ed. This specific example is asking for students to demonstrate 6 and 7 by using manipulatives, digital manipulatives or drawing. This particular page has various shades of green for students to clearly write upon. Throughout the Into Math Kindergarten program teachers are provide with coherent objectives, targets, solutions, and prompts to ensure instruction is aligned and clear. See the following links for examples: Module 7, Lesson 1 Module 4
2. Engage students in high-level thinking through challenging mathematical tasks.	This is NOT evident throughout the entire series. The last module 20, is below grade level.	0	Lessons throughout Into Math feature high-quality conceptual problems (e.g. Spark Your Learning Tasks) and conceptual discussion questions throughout. During Spark Your Learning tasks, teachers guide student discussions, help students persevere as they work together on a mathematical task, and build shared understanding by selecting students to explain their reasoning. Through shared discussion, students have the opportunity to learn from each other and teachers are given strategies and suggestions to challenge students. Every lesson contains Leveled Questions to enhance classroom discussion and challenge students. Examples: Leveled Questions, Challenge Options, Spark Your Learning Task

Instructional Practice	Justification: Provide as evidence example tasks or lessons from materials that engage students in each SMP. Provide descriptions, not just page numbers.	Reviewer Rating	Publisher Response
3. Support students in connecting mathematical representations.	There are no opportunities to make a connection. Limited opportunities to practice beyond one step directions. Rigor is minimal.	0	The lessons cited below include many opportunities for students to identify correspondences across mathematical representations (e.g. see lesson 5.1 where students connect the verbal situation to a drawing and the numbers involved in the scenario). • Lesson 5.1, students use drawings to represent and solve addition problems for Add To situations. • Lesson 17.1, students use connecting cubes and drawings to compose and decompose the numbers 11 to 14into tens and ones.
4. Facilitate meaningful discourse about mathematics among students.	There are many opportunities for discourse, however, "meaningful," is not present. Here is a sample: In Module 7 (this would be about in December), There are 4 fish in the aquarium. How many more fish are needed to make 5? Draw the fish. Write the total number of fish. This is the only problem on the page and in December, this is way to easy. There would not be any discussion because it is obvious. The lack of rigor and lack of multiple entry points in this series makes it very difficult to have detailed discussions.	1	Each lesson in Into Math includes open-ended problems in which students can work at their level. The Module Opener for Module 7 is used to determine the understanding of the prerequisite concept of representing numbers to 5 with objects. Ideally students will be ready for Module 7 and this activity will take a short about of time. Lesson 7.1 begins with a Spark Your Learning Task in which students choose a strategy to represent the number of apples. This task is designed to promote discussion about the variety of strategies students have. Student samples are also included to promote discussion (often teachers will show one of the examples and have students explain the strategy used or what the error is). During the Build Understanding, Leveled Questions are given to challenge student thinking. The lesson continues with open-ended problems. If the problem is too easy for students, the teacher is able to modify as needed and still use the Student Edition. (For example, on page 190, the problems are blank – if students need more of a challenge, the teacher can change the numbers.)

Instructional Practice	Justification: Provide as evidence example tasks or lessons from materials that engage students in each SMP. Provide descriptions, not just page numbers.	Reviewer Rating	Publisher Response
5. Provide opportunities for student success in procedural fluency from conceptual understanding.	Not present	0	Modules in the Into Math program are designed and organized in a way such that they build conceptual understanding, connect concepts and skills, and then focus on application and practice. This organization can be seen on the Planning page at the beginning of each module in the Teacher Edition (e.g., Module 6, pg. 141A). Throughout the lessons, teachers are provided with guiding questions and turn and talk suggestions that encourage students to discuss solutions and strategies. Students frequently use models, drawings, and manipulatives to develop understanding of lesson concepts. Examples of how conceptual understanding is taught for the standards that set explicit expectations for understanding or interpreting include the following: • Lesson 1.5, students use different colored counting cubes in order to show more than one way to make 5. • Lesson 2.5, students use counters to show numbers in order and to see that each number is one larger than the previous number. • Lesson 5.1, students use drawings to represent and solve addition problems for Add To situations. • Lesson 17.1, students use connecting cubes and drawings to compose and decompose the numbers 11 to 14into tens and ones.
6. Build procedural fluency from conceptual understanding.	Not present.	0	The Into Math program includes resources that support the standards that call for fluency at each grade level. In Kindergarten, there is one standard that sets an expectation for procedural skill and fluency. In modules 5 and 6, students represent and solve addition and subtraction problems within 5. Students begin these modules building conceptual understanding by representing addition or subtraction problems by acting out and drawing. For

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			example, Lesson 5.7 and Lesson 6.7 focus on developing procedural skill and fluency.
7. Encouraged student effort and perseverance in learning.	Perseverance cannot be achieved due to minimal opportunities for practice.	0	In addition to the problems in the Student Edition, students have reteach and challenge opportunities online and in print for every lesson. There are also fluency builders in every lesson, small group activities, Unit Games, daily routines, and homework pages.
8. Use evidence of student thinking to guide instruction.	In the teacher's guides, there are probing questions for teachers to use and some student work examples with how to diagnose and support.	1	The program provides a set of motivating exercises for each lesson. It engages students and pushes them to apply what they know while motivating students to learn the new concepts. Teachers are supported with various questions and possible answers that lead the students to think through the problem. For example, Lesson 1.5

CRITERION 3: ALIGNMENT TO IDAHO MULTI-TIERED SYSTEM OF SUPPORT

Multi-tiered Instruction

Considerations	Justification: Provide as evidence example tasks or lessons from materials that engage students in each SMP. Provide descriptions, not just page numbers.	Reviewer Rating	Publisher Response
8. The materials provide resources for supplemental instruction that support instruction provided in general education classroom and provide more frequent and varied learning opportunities to support acquisition of identified skills.	The supplements include a reteach or challenge option. Both of these are quite below a kindergarten level. There is also a homework sheet to practice as well. This is not a good option for multilingual families. Parents have to read the lessons to their child. In Idaho "new math" is also an issue and the homework sheets promote "new math" cliché. Parents could become upset with this. Limited opportunities to practice on the homework sheets.	0	Parents have access to Ed through their student account where they can find many resources to support their children including Math on the Spot videos, articles and other useful tools. Ed is available in English and Spanish. In addition to the homework pages, teachers can assign fluency practice, reteach and challenge activities and other items as a PDF or as an interactive activity. The interactive activities on Ed provide immediate feedback and hints for students to meet them where they are and challenge them to the next level.

Considerations	Justification: Provide as evidence example tasks or lessons from materials that engage students in each SMP. Provide descriptions, not just page numbers.	Reviewer Rating	Publisher Response
9. The materials provide resources that increase duration, frequency, and intensity to individuals or small groups to ensure students have the necessary skills to ensure students have the necessary skills to access and make adequate growth toward high standards and grade level outcomes.	Materials provided are far below expected grade level and do not promote growth for individuals or small groups.	0	Into Math offers open-ended, customizable tasks for kindergarten students so teachers can meet the needs of all of their students. Multiple features, employing varied and flexible multimedia formats to support differentiated instruction, occur throughout Into Math. These include the Plan for Differentiated Instruction, which contains numerous literature, games, and activities for everyday use in the classroom in tailoring instruction to meet students' needs. There are also ready-to-use readers, games, and Math Center activities that are designed for flexible usage. Readers integrate math skills with cross-curricular content. Games engage students to practice math skills. Math Center activities focus on computation, mental math, geometry, measurement, and challenge activities.

Family and Community

SMP	Justification: Provide as evidence example tasks or lessons from materials that engage students in each SMP. Provide descriptions, not just page numbers.	Reviewer Rating	Publisher Response
1. The materials included resources for facilitating a partnership between educators, families, and the greater school community to support achievement of the Idaho Contend Standards in Mathematics.	The materials provided do not facilitate partnership between educators, families and the school community to support achievement in Idaho Content Standards in Mathematics. The Family Room was difficult to use and maneuver. There are no home/school communication letters present although mentioned in the materials.	0	Into Math offers supports to teachers to facilitate a partnership between parents and educators as well as to families via the family resources tab. Teachers can find support on Ed in the form of At Home Letters, Math on the spot videos to provide lesson support or homework support, and digital math tools to assist in support of their students education. Families are able to access a multitude of Math On the Spot videos. Families are able to find additional help navigating Ed, finding resources, and an Into Math parent help document.

CRITERION 4: ALIGNMENT TO INDICATORS OF QUALITY

Mathematics Instruction

Feature	Justification: Provide as evidence example tasks or lessons from materials that engage students in each SMP. Provide descriptions, not just page numbers.	Reviewer Rating	Publisher Response
FOCUS			
1. The materials develop depth in conceptual understanding on the major mathematical topics of the grade?	No--- Materials do not develop depth in conceptual understanding because there is little opportunity for actual student work and practice problems are minimal.	0	The content architecture is focused, purposeful, and coherent. Kindergarten lessons are more open-ended than other grades so teachers can customize the level of rigor based on the needs of their students. For example, if students need additional challenge, the teacher can change the numbers in a problem to make it more challenging. The questions and discussion prompts included in every lesson will still apply to the different numbers.
COHERANCE			
2. The materials connect mathematical topics within and across grades.	No, the materials do not connect math topics within and across grades because there is little opportunity for actual student work and practice problems are minimal. The pages are filled up with giant color pictures. The standards are not taught in-depth.	0	All learning is shown in the context of mathematical progressions so students and teachers can clearly see the expected progression of learning—the learning goals. Strong learning progressions help students develop a deep understanding of mathematical content. Each lesson of each module includes a graphic representation of prior learning, current development, and future connections for learning. Throughout the solution, students build to more complex concepts, skills, and applications of content knowledge over time. The Mathematical Progressions chart is found on the first page of each lesson.
3. The materials connect additional and supporting topics to the major work of the grade.	There is minimal evidence of materials connecting additional and supporting topics to the major work within the grade. Geometry is a major part of kindergarten and it only has 2 modules	0	A review of the Student Edition and Teacher Edition books shows that students and teachers spend a majority of their time on the major work of kindergarten. The modules that focus primarily on these major clusters of kindergarten are: • Counting and Cardinality: Modules 1-3, 7-10 • Operations (addition and subtraction): Modules 5-6, 11-13 • Place Value: Modules 17-18

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			The Planning and Pacing Guide that accompanies the Teacher Edition for Into Math provides an overview of the scope and sequence with labels for major, additional, and supporting work. In Grade K, 16 out of 20 modules are dedicated to the major work of the grade. In addition, many of the lessons that cover additional and supporting work engage students in the major work within the lesson.
RIGOR			
4. The materials support students in understanding why a mathematical idea is important and the contexts in which it is useful.	The materials do not support students in understanding why a mathematical idea is important and the context in which it is useful. Rigor is lacking throughout the program.	0	Every lesson begins with an "I Can" objective to help students understand the goal of the lesson. Through a partnership with Mindset Works®, Into Math incorporates the latest research, strategies, and practices to build a community of resilient, curious learners. • Introduce the learning mindsets—growth mindset, relevance, belonging, and purpose—to help students better understand their self-perception and attitudes toward learning. • Establish the tenets of growth mindset, so that each student understands that he or she has the capacity to learn and grow. • Target the research-based stances and skills that are key to student agency, engagement, and academic success.
5. The materials support students in connecting prior knowledge to new ideas and concepts.	It is based around following one step directions and then discussing if one followed the directions. For example, Module 3 Lesson 5: *Draw the number of objects that is less than 4. Write the number.* There are 2 of these kinds of problems on one page. Module 3 would be taught in October; this is way too easy for this time point in the year.	0	Into Math lessons build throughout the school year for each grade level. The teacher edition shows what skills the students should have in each lesson and if they don't there are suggested activities to support all students. The Data-Driven Intervention tab states each concept/skill with possible interventions for each lesson. Additionally, each lesson begins with a mathematical progressions page that shows prior learning and where teachers can find supports to build those skills, the current development of skills to be learned, and the

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			future connections where students will be building upon these skills. Here are 3 lessons from grade K to identify this progression throughout the school year.
PROCEDURAL SKILLS AND FLUENCY			
6. The materials help students develop the ability to apply procedures accurately, efficiently, and flexibly.	The materials do not help students develop the ability to apply procedures accurately, efficiently or with flexibility.	0	Into Math offers a flexible structure that gives a daily flow with the opportunity to keep each lesson fresh by choosing various learning tasks to engage your students. Each lesson of Into Math K begins with warm up options. These options activate prior knowledge by allowing students to work independently by trying a problem of the day or encouraging them to make connections with number talks. Number talks allow for opportunities for students to build their number sense and recall foundational skills of prior lessons. The Into Math Teacher Edition K highlights the mathematical progression for each lesson. Students are then directed to math centers where there are additional activities provided individually or in a small group. Each module begins with a Spark Your Learning activity where students engage in productive perseverance. Teachers support students in a Spark Your Learning activity by asking assessing and advancing questions, encouraging turn and talk moments where students can communicate mathematically, build a shared understanding where students can share their strategies, and support sense-making by promoting language routines. Learn Together tasks allow teachers to move to whole-class instruction to continue building understanding in each lesson. Here is our Into Math Research Foundation Paper that explains the why, the how, and the application of Into Math.

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7. The materials provide students the opportunity to practice basic calculation skills while developing number sense.	Adequate practice is not provided in this program for students to develop number sense or practice basic calculations.	1	Into Math offers a wide variety of practice throughout our program. Students can be seen practicing mathematical applications, practice problems, developing number sense, and practice basic calculations at various parts of a lesson. Mathematical fluency is built by our Spark Your Learning, On Your Own, Turn and Talks, Reteach, Challenge, Check Understanding, Build Understanding, Three Reads, and More Practice/Homework Tasks which can be found in every lesson. There are ample practice problems in the student edition, additional prompts in the teacher edition, and availability on Ed, our online platform, for students to show mastery of each concept. See the following links for examples: Lesson 17.1 Lesson 19.1
APPLICATION			
8. The materials provide students with meaningful opportunities to apply and build mathematical skills through solving relevant and meaningful problems.	No, meaningful opportunities are limited because actual student work and practice problems are minimal.	0	Practice problems are plentiful in each lesson. Students can be seen practicing mathematical applications, practice problems, developing number sense, and practice basic calculations at various parts of a lesson. Mathematical fluency is built by our Spark Your Learning, On Your Own, Turn and Talks, Reteach, Challenge, Check Understanding, Build Understanding, Three Reads, and More Practice/Homework Tasks which can be found in every lesson. Spark Your Learning Tasks which can be found in every lesson of Into Math, motivate your students to think conceptually about each skill they are learning and applications of the skill. Students have the opportunity to support their sense-making by participating in a three reads activity. Additionally, teachers are supported with guided questions to students who need more guidance in each Spark Your Learning. See the following links for examples: Spark Your Learning Sample Additional Practice Problems

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9. The materials include opportunities for students to formulate strategies when representing concepts, solving problems, and/or analyzing data.	Not present due to little opportunity for actual student work and practice problems are minimal.	0	Into Math encourages students to solve problems, analyze data, and to look for and make use of structure throughout the programs. The example below shows a lesson that demonstrates students formulating strategies when representing concepts. Students also have a wide array of practice problems. The plan for differentiated instruction page in each lesson shows the various types of problems Into Math students could demonstrate mastery with. There are suggested problems and activities for on track, almost there, and ready for more students. See the following link for examples: Lesson 16.7
10. The materials include opportunities for students to extend mathematical reasoning when investigating scenarios, researching topics, solving problems, as well as utilizing non-routine manipulations across multiple disciplines, and/or reasoning with data.	Not present. The ability for student reasoning is limited due to teacher direction of problems.	0	Student reasoning is a thread that can be found woven throughout the Into Math K program. Many activities are open ended to encourage critical thinking. Teacher supports encourage classroom dialogue, exploration, and collaboration between students by asking open ended questions to the students. Into Math Teacher Edition offers suggested questions for teachers to ask of their students. Additionally, teachers are provided with leveled questions to see where all students are in their conceptual understanding of each topic. See the following link for examples: Lesson 18.1

Literacy Connections Across All Content Areas

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3. Materials provide supports for different reading levels to ensure accessibility for students.	Reading is limited in kindergarten. Adult support is needed. Limited opportunity for students to work independently.	1	The interactive student edition reads the problems to students so they can successfully work independently as needed.
4. Materials include tasks that provide students opportunities to engage in the process of learning collaboratively, as well as opportunities to express their learning individually.	It must be done collaboratively. There is limited option to do it independently.	1	The interactive student edition and all interactive assignments and assessments are read to students so they can successfully work independently as needed.

Student Engagement

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2. Materials support the value of mathematics as sensible, useful, and worthwhile.	Materials do not support the value of math.	0	The Into Math program is entirely focused on student perseverance with mathematics. We have done extensive research to find and implement best practices for student growth. As we learn more about our students and how they learn we continually make improvements to support our research findings. Into Math materials support our teachers in this process as well. We offer teacher supports to ensure all students can received education in the best way possible. For a deeper dive on the research of Into Math review the Into Math Research Foundation Paper.

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3. Materials include opportunities for students to develop comprehension of mathematical concepts, operations, and relations using concrete materials and visual models to understand math as more than isolated facts and methods.	There is not enough independent practice to assess comprehension of mathematical concepts. If they can follow directions, they will be successful in this program, however, that does not mean that they really understand the concepts. There are limited opportunities to check their understanding.	0	Into Math provides whole class, small group, and individual tasks and activities. Students have ample opportunity for each. Math center activities can be implemented on a small group or individual basis at the teacher's direction. These learning opportunities show students level of mastery at various points such as the warm-up, check for understanding, on your own, exit ticket, test prep, and more practice/homework. Many of these can be assessed online for instant feedback to the students and/or reporting to results to the teacher. See the assignment guides for more on your own problems teachers can assign to their students. Assignment guide Assignment guide 2 Lesson 12.5
4. Materials provide students with appropriate choices with each grade-level, or course, in one or more of the following areas: content, product, process, or mathematical too.	The challenge pages are below grade level.	0	Into Math challenge pages ask students to apply strategic thinking and complex reasoning. Students are asked to utilize skills they have learned in a new type of application. These types of problems are open ended and allow for students to apply their own creativity on how they solve the problems. See examples of these types of problems: Challenge 1 Challenge 2 Challenge 3 Challenge 4
5. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students that the opportunity to achieve success in the program of study.	The online program is not easy to use, therefore not accessible.	1	Ed, our online learning platform, provides students access to lessons with interactive manipulatives and practice. Ed makes mathematics fun and accessible for each and every student at their own individual level. Teachers are supported throughout the implementation, making using the platform easy to use and implement.

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6. Contains guidance and resources to support culturally and linguistically diverse students.	No translations present although mentioned in materials.	0	Links to examples are included below: • Information about the Spanish version of Into Math, ¡Arriba las Matemáticas! • School Home Letter • Game & Activity Card • Module 1 Front Matter and Lesson 1.1
7. Contains guidance and resources to support students with disabilities.	The digital platform has read aloud abilities. There is no teacher guidance.	1	Teacher's Corner provides on-demand support for teachers including live support sessions. In addition, the "?" in the upper right corner of the screen on Ed provides tutorials, Quick Reference Guides, FAQs and more to support teachers throughout their Into Math implementation.

Presentation and Design

Standards	Justification: Provide as evidence example tasks or lessons from materials that engage students in each SMP. Provide descriptions, not just page numbers.	Reviewer Rating	Publisher Response
1. The material has an aesthetically appealing appearance.	The materials are aesthetically appealing. However, the font is too large and the pages are saturated in color, making it too busy.	1	Many of the colorful illustrations are not intended for students to show their work. When appropriate, students have space to write in the white blank spaces provided.
2. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.	It is definitely not efficient. The problems are giant high color pictures. Each child would need a black Sharpie to be able to see their work. Pencil cannot be seen.	0	When students are supposed to write in the book, a blank (white or light-colored) space is often provided.
3. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.	Illustrations command the majority of the page in the material. The font size is too large for kindergarten. Students are writing large numbers.	0	Pictures are meant to be large and colorful, as the visual learning aspect of the lessons are key for kindergarten age students. For many illustrations (example A), the picture of the block counters is meant to match the size of physical counters, to link the content to physical manipulatives used.

Standards	Justification: Provide as evidence example tasks or lessons from materials that engage students in each SMP. Provide descriptions, not just page numbers.	Reviewer Rating	Publisher Response
7. Materials contain adult-level explanations and examples so that teachers can improve their own knowledge of the subject.	The teacher's guides have clear explanations and it is easy to follow. However, it does not promote continued knowledge acquisition.	1	Throughout Into Math there are opportunities for teachers to collaborate and talk about the many strategies and practices they are learning. However, one key feature that this solution offers is the chance to watch videos of actual practitioners modeling these very strategies and practices. Teachers are guided through learning by real-world situations. Each Module begins with "Teacher to Teacher" which includes strategies from other teachers to support classroom instruction. Example: Lesson videos are pictured on the planning page and the Teacher to Teacher is on the opposite page
8. The materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.	It doesn't improve teacher content knowledge. This is not present.	0	Instructional supports are provided throughout the Teacher Edition, Online and through professional learning cards. Specific examples are included below: • Professional Learning Cards include embedded Mathematics Language Routines help teachers to build an environment for their students that fosters language development and mathematical reasoning. The Talk Moves cards illustrate the different Talk Moves used throughout the program in an easy-to-understand format. • **Professional Learning Videos** help teachers understand the concepts taught in each module as well as learn strategies for teaching the material • Linguistic Notes, provided in the Teacher's Edition to support teachers with cues for what to listen for, tips to prevent language misunderstanding, and repeated opportunities to describe their mathematical thinking, these notes help teachers with ideas in how to best support English learners in their classroom and improve language development alongside mathematical content.

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			• Routines for Language Development help teachers promote the design principles during instruction. In addition, teachers have access to Teacher's Corner online which includes an ever-growing library of professional learning resources from authentic classroom videos to tips from other teachers and our team of experienced coaches.
9. Allows teachers to access, revise, and print from digital resources to allow a teacher the ability to differentiate content within lessons, tasks, or other activities for students.	Not editable.	1	Teachers can customize all module and lesson assessments in both English and Spanish. Practice for each mathematics standard is included in the assessment system. Current technology enhanced item types are mirrored in our digital assessments to equip students with skills for each high-stakes assessments.
10. Includes editable and aligned worksheets, assessments, rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.	Not editable.	1	Every module assessment is available in 3 formats: as a PDF, as an editable interactive assessment on Ed, or as an editable Word document. In addition to the module assessments, teachers can create customized assignments and assessments on Ed.

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11. Materials are designed to provide resources for students that are editable and allow for communication of understanding and thinking.	Not editable.	1	Into Math provides customizable lesson plans so educators can customize their lesson including pulling resources from different areas including different grades. For more information on creating lessons and adding resources to lessons, see the following: Ed Teacher Help: CreateEducators can also create custom assessments. Lessons, Ed Teacher Help: Add Resources Teachers can also create and customize assessments and assignments. See Ed Teacher Help: Custom Assessments for more information.
12. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.	There are NOT multiple opportunities. There are limited number of problems in each lesson. Feedback would only be given to the students who share during the lesson.	0	Students receive immediate feedback online through the Interactive Student Edition, Interactive Practice and Homework, and Interactive Differentiation opportunities. Throughout each lesson in the Teacher Edition, there are multiple supports available to the teacher to help identify struggling students and intervene. These supports include leveled questions, common error alerts, checks for understanding, suggested interventions. (For example, pages 144, 147D, 149)

Technology

Standards	Justification: Provide as evidence example tasks or lessons from materials that engage students in each SMP. Provide descriptions, not just page numbers.	Reviewer Rating	Publisher Response
1. Technology and digital media support, extend, and enhance learning experiences.	Limited opportunities provided.	1	Students can engage with mathematics through a variety of ways including the online Interactive Student Edition (iSE). The iSE mirrors the print Student Edition, includes audio and provides immediate feedback for students. Interactive manipulatives (iTools) allow students to interact with mathematics in fun ways and can be assigned by the

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			teacher or accessed through the "Digital Tools" icon in "All Resources" Into Math Online Preview and Walkthrough Guide
2. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).	Technology and digital media do support, extend and enhance the learning experiences, however, very cumbersome and difficult to use for this purpose.	1	The Ed platform is constantly being upgraded to meet the needs of students and teachers. Under the Student Experience Dashboard and Discover tabs, students can review their overdue assignments, upcoming virtual classroom sessions, and all of the digital, student-facing program resources. Students and parents can access the status and due dates of their current assignments, as well as their scores on those they have completed. Ed's connected experience supports both in-person and online learning. In addition, HMH Into Math includes family letters and videos, along with countless materials that can be printed and shared. Into Math Online Preview and Walkthrough Guide

For Questions Contact

Content & Curriculum – Curricular Materials
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