**Publisher/Developer:** Agile Mind Educational Holdings, Inc

**Program Title:** California Middle School Math

Approved by the State Board of Education January 18, 2024

Page 1 of

**Components:** Math 6 (M6), Math 7 (M7), Math 8 (M8);
Topic# Lesson# (T# L#); Lesson activitypages (LA p#); Student Activity Sheet (SAS Q#); Constructed Response# (CR#)

# 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** | MathematicsContent/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. | Professional Support → Course planning & pacing([M6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/C/course_ms_math6_ca_z/RES_scope_sequence/ORG_scope_sequence/scope_sequence.html), [M7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/C/course_ms_math7_ca_z/RES_scope_sequence/ORG_scope_sequence/scope_sequence.html), [M8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/C/course_ms_math8_ca_z/RES_scope_sequence/ORG_scope_sequence/scope_sequence.html)). See:* Big Ideas:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Mathematics_6_CA_Big_Ideas.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Mathematics_7_CA_Big_Ideas.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Mathematics_8_CA_Big_Ideas.pdf)
* Scope & Sequence:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_CA_CCSS_SS_2025-26.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CA_CCSS_SS_2025-26.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CA_CCSS_SS_2025-26.pdf)
* Lesson alignments:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math_6_CA_lesson_alignment.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math_7_CA_lesson_alignment.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math_8_CA_LessonAlignments.pdf)

Course materials → Alignment to standards:[M6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/C/course_ms_math6_ca_z/RES_standards_alignment/ORG_standards_alignment/alignment_to_standards.html), [M7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/C/course_ms_math7_ca_z/RES_standards_alignment/ORG_standards_alignment/alignment_to_standards.html), [M8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/C/course_ms_math8_ca_z/RES_standards_alignment/ORG_standards_alignment/alignment_to_standards.html) |  |  |  |
| 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. | Math 6:[T4 L5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson5_activities/lesson5_activities/page1.html), all LA pages[T5 L3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson3_activities/lesson3_activities/page1.html), all LA pagesMath 7:[T7 L2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson2_activities/lesson2_activities/page1.html), all LA pages[T10, L7,](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson7_activities/lesson7_activities/page1.html) all LA pagesMath 8:[T4 L2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_11z_PythagoreanTheorem/RES_lesson2_activities/lesson2_activities/page1.html), all LA pages[T9 L3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_lesson3_activities/lesson3_activities/page1.html), all LA pages |  |  |  |
| 1.3 | Instructional materials shall be accurate and use proper grammar and spelling (*EC* Section 60045). | Math 6:[T10 L1, LA p2-4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson1_activities/lesson1_activities/page2.html)[T10 L1 SAS](https://trainreview3.agilemind.com/LMS/content/work/07m6_16z_2DShapesArea/resources/_25fa36503dc954f/07m616_2DShapesArea_B1_SAS-teacher.pdf)Math 7:[T4 L3, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_11z_PercentsApplications/RES_lesson3_activities/lesson3_activities/page3.html) (play animation)[T4 L3 SAS](https://trainreview3.agilemind.com/LMS/content/work/08_11z_PercentsApplications/resources/_d7c74cf15d30df1/0811_PercentsApplications_B3_SAS-teacher.pdf)Math 8:[T3 L1, LA p7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson1_activities/lesson1_activities/page7.html) (play animation)[T3 L1, SAS](https://trainreview3.agilemind.com/LMS/content/work/03m8_02z_Exponents/resources/_c9ac06e0aadfe88/03m802_Exponents_B1_SAS-teacher.pdf) |  |  |  |
| 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*. | **Math 6:**[T4 L10, CR1](https://trainreview3.agilemind.com/LMS/content/work/26_02z_RatiosRepresent/resources/26_02ca_CR1-student.pdf)[T8 L7, CR1](https://trainreview3.agilemind.com/LMS/content/work/08m6_06z_Patterns/resources/08m606_Patterns_CR1-student.pdf)[T10 L1, Deliver instruction,](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_deliver_instruction_1/deliver_instruction_1/deliver_instruction_1.html) See Opening and framing[T10 L1, all LA pages](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_16z_2DShapesArea/RES_lesson1_activities/lesson1_activities/page2.html)**Math 7:**[T1 L10, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_10/lesson10_activities/page2.html)[T10 L7, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_01z_DataRepresentInterpret/RES_lesson7_activities/lesson7_activities/page2.html)[T13 L8, CR1](https://trainreview3.agilemind.com/LMS/content/work/17_14z_Solving2DShapes/resources/1714ca_Solving2DShapes_CR1-student.pdf)[T15 L5, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7cc_16z_GeomChangeEffects/RES_lesson5_activities/lesson5_activities/page4.html)**Math 8:** [T5 L6, CR 2](https://trainreview3.agilemind.com/LMS/content/work/03_08z_GraphsInterpret/resources/0308_GraphsInterpret_CR2-student.pdf)[T5 L6, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_08z_GraphsInterpret/RES_deliver_instruction_6/deliver_instruction_6/deliver_instruction_6.html), See Opening and framing[T11 L5, CR1](https://trainreview3.agilemind.com/LMS/content/work/03_13z_LinearEquations/resources/0313ca_LinearEquations_CR1-student.pdf) |  |  |  |

## 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). | Professional Support → Course planning & pacing. See:* Course rationale:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_CA_Course_Rationale.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CA_Course_Rationale.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CA_Course_Rationale.pdf)
* Big Ideas:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Mathematics_6_CA_Big_Ideas.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Mathematics_7_CA_Big_Ideas.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Mathematics_8_CA_Big_Ideas.pdf)
* Scope & Sequence:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_CA_CCSS_SS_2025-26.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CA_CCSS_SS_2025-26.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CA_CCSS_SS_2025-26.pdf)
* Lesson alignments:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math_6_CA_lesson_alignment.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math_7_CA_lesson_alignment.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math_8_CA_LessonAlignments.pdf)

Professional Support → [Developing concepts across the grades](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_viz_essay_a1_DevelopConceptsVertically/RES_overview_essay/overview_essay/page1.html)Professional Support → [Going Beyond this course](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_viz_essay_m7_Beyond/RES_overview_essay/overview_essay/page1.html)M6: [T1 Prepare instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_prepare_instruction/prepare_instruction/prepare_instruction.html)See About this topicM7: [T15 L3 Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7cc_16z_GeomChangeEffects/RES_deliver_instruction_3/deliver_instruction_3/deliver_instruction_3.html), See Lesson activities, Mathematical processes & practices noteM8: [T5 Prepare instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_08z_GraphsInterpret/RES_prepare_instruction/prepare_instruction/prepare_instruction.html), See About this topic and Prerequisite skills |  |  |  |
| 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*. | Professional Support → Course planning & pacing → Big Ideas ([M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Mathematics_6_CA_Big_Ideas.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Mathematics_7_CA_Big_Ideas.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Mathematics_8_CA_Big_Ideas.pdf)) |  |  |  |
| 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. | Not applicable |  |  |  |
| 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*. | Professional Support → Course planning & pacing → Corequisite Support Guide ([M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_US_corequisite_guide.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CCSS_corequisite_guide.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CCSS_corequisite_guide.pdf))Appendix: Key learning from earlier grades (*see topics at the end of the course syllabus with instruction, practice, and assessment resources*): [M6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/C/course_ms_math6_ca_z/RES_course_syllabus/ORG_course_syllabus/syllabus.html), [M7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/C/course_ms_math7_ca_z/RES_course_syllabus/ORG_course_syllabus/syllabus.html), [M8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/C/course_ms_math8_ca_z/RES_course_syllabus/ORG_course_syllabus/syllabus.html)[Topic: Classroom routines](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_14_13_AdditionalResources/RES_prepare_instruction/prepare_instruction/prepare_instruction.html) |  |  |  |
| 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. | Math 6:[T11 L2, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html)See Differentiation note for p3[T11 L2, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_17z_3DShapesVolume/RES_lesson2_activities/lesson2_activities/page3.html)Math 7: [T3 L2, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html) See Support for ELL and other special population note for p3[T3 L2, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_lesson2_activities/lesson2_activities/page3.html)Math 8: [T14 L2, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_06z_LinesTranversalsAngles/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html)[T14 L2, LA all pages](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_06z_LinesTranversalsAngles/RES_lesson2_activities/lesson2_activities/page1.html)Professional Support → Course planning & pacing → Corequisite Support Guide ([M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_US_corequisite_guide.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CCSS_corequisite_guide.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CCSS_corequisite_guide.pdf))Appendix: Key learning from earlier grades (*see topics at the end of the course syllabus with instruction, practice, and assessment resources*): [M6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/C/course_ms_math6_ca_z/RES_course_syllabus/ORG_course_syllabus/syllabus.html), [M7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/C/course_ms_math7_ca_z/RES_course_syllabus/ORG_course_syllabus/syllabus.html), [M8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/C/course_ms_math8_ca_z/RES_course_syllabus/ORG_course_syllabus/syllabus.html) |  |  |  |
| 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. | Course materials → About the course ([M6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/C/course_ms_math6_ca_z/RES_about/ORG_about/about.html), [M7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/C/course_ms_math7_ca_z/RES_about/ORG_about/about.html), [M8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/C/course_ms_math8_ca_z/RES_about/ORG_about/about.html)). See:* Course rationale:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_CA_Course_Rationale.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CA_Course_Rationale.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CA_Course_Rationale.pdf)
* Big Ideas:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Mathematics_6_CA_Big_Ideas.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Mathematics_7_CA_Big_Ideas.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Mathematics_8_CA_Big_Ideas.pdf)
* Scope & Sequence:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_CA_CCSS_SS_2025-26.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CA_CCSS_SS_2025-26.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CA_CCSS_SS_2025-26.pdf)
* Lesson alignments:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math_6_CA_lesson_alignment.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math_7_CA_lesson_alignment.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math_8_CA_LessonAlignments.pdf)

[Glossary](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#E1DD9365-3A49-B93F-B870-4A94FDA70A6F/G/glossary_math/Math//////c/gt/term_AbsoluteMaximum_00922/RES_content/EnglishContent/page1.html)Animation Index: [M6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/C/course_ms_math6_ca_z/RES_animation_index/ORG_animation_index/animation_index.html), [M7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/C/course_ms_math7_ca_z/RES_animation_index/ORG_animation_index/animation_index.html), [M8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/C/course_ms_math8_ca_z/RES_animation_index/ORG_animation_index/animation_index.html)M6: [T13, Topic preview](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_preview/Preview/page1.html)M6: [T13 L1, LA p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_lesson1_activities/lesson1_activities/page1.html)M7: [T7, Summary p1-3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_summary/summary/page1.html)M8: [T3, Vocabulary page](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_vocabulary/vocabulary/page1.html) |  |  |  |
| 2.7 | The grade-level standards, Big Ideas, and the SMPs shall be explicitly stated in the student editions demonstrating alignment with student lessons. | Course materials → About the course ([M6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/C/course_ms_math6_ca_z/RES_about/ORG_about/about.html), [M7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/C/course_ms_math7_ca_z/RES_about/ORG_about/about.html), [M8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/C/course_ms_math8_ca_z/RES_about/ORG_about/about.html)). See:* Big Ideas:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Mathematics_6_CA_Big_Ideas.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Mathematics_7_CA_Big_Ideas.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Mathematics_8_CA_Big_Ideas.pdf)
* Scope & Sequence:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_CA_CCSS_SS_2025-26.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CA_CCSS_SS_2025-26.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CA_CCSS_SS_2025-26.pdf)
* Lesson alignments:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math_6_CA_lesson_alignment.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math_7_CA_lesson_alignment.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math_8_CA_LessonAlignments.pdf)

Alignment to standards:[M6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/C/course_ms_math6_ca_z/RES_standards_alignment/ORG_standards_alignment/alignment_to_standards.html), [M7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/C/course_ms_math7_ca_z/RES_standards_alignment/ORG_standards_alignment/alignment_to_standards.html), [M8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/C/course_ms_math8_ca_z/RES_standards_alignment/ORG_standards_alignment/alignment_to_standards.html) |  |  |  |
| 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. | Professional Support → Course planning & pacing → Scope & Sequence ([M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_CA_CCSS_SS_2025-26.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CA_CCSS_SS_2025-26.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CA_CCSS_SS_2025-26.pdf)) |  |  |  |
| 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. | Professional Support → Course planning & pacing. See:* Scope & Sequence:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_CA_CCSS_SS_2025-26.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CA_CCSS_SS_2025-26.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CA_CCSS_SS_2025-26.pdf)
* Lesson alignments:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math_6_CA_lesson_alignment.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math_7_CA_lesson_alignment.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math_8_CA_LessonAlignments.pdf)

Alignment to standards:[M6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/C/course_ms_math6_ca_z/RES_standards_alignment/ORG_standards_alignment/alignment_to_standards.html), [M7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/C/course_ms_math7_ca_z/RES_standards_alignment/ORG_standards_alignment/alignment_to_standards.html), [M8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/C/course_ms_math8_ca_z/RES_standards_alignment/ORG_standards_alignment/alignment_to_standards.html) |  |  |  |

## 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. | Professional Support → Essays → [*Agile Mind’s Approach to Assessment*](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Agile_Mind_Assessment_Guide.pdf)M6: [T2 L6 Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_08z_RationalNumsAddSub/RES_deliver_instruction_6/deliver_instruction_6/deliver_instruction_6.html) M6: [T2 L6, LA p2-11](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_08z_RationalNumsAddSub/RES_lesson6_activities/lesson6_activities/page2.html)M7: [T4 L8 Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_11z_PercentsApplications/RES_deliver_instruction_8/deliver_instruction_8/deliver_instruction_8.html) M7: [T4 L8, MARS Task](https://trainreview3.agilemind.com/LMS/content/work/08_11z_PercentsApplications/resources/08_11_PercentsApplications_MARS_25_Sale-student.pdf) and [rubric](https://trainreview3.agilemind.com/LMS/content/work/08_11z_PercentsApplications/resources/_d7c74cf15d30df1/08_11_PercentsApplications_MARS_25_Sale-teacher.pdf)M8: [T11 L8 Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_deliver_instruction_8/deliver_instruction_8/deliver_instruction_8.html) See p5 adviceM8: [T11 L8, LA p5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_lesson8_activities/lesson8_activities/page5.html)M8: [T11 L9, Assessment](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_lesson9_assessment/lesson9_assessment/page1.html)  |  |  |  |
| 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. | Professional Support → Essays → [*Agile Mind’s Approach to Assessment*](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Agile_Mind_Assessment_Guide.pdf)Professional Support → Interim assessments: [M6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/C/course_ms_math6_ca_z/RES_interim/ORG_interim/interim.html), [M7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/C/course_ms_math7_ca_z/RES_interim/ORG_interim/interim.html), [M8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/C/course_ms_math8_ca_z/RES_interim/ORG_interim/interim.html)[Agile Assessment Test Designs,](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#F18A6E20-C751-9F85-CF6A-59D780DA57D5/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/N/CC47F0CC-D4E2-09A2-EBE9-5582E3754080/ADC5DFA1-E354-2CEE-E983-7319BE36FFB9/aa-test-designs/aa-test-designs.html) See sample diagnostic and summative assessments for Math 6, 7, and 8.M6: [T8 L7 Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_deliver_instruction_7/deliver_instruction_7/deliver_instruction_7.html) M6: [T8 L7, CR1 answer key](https://trainreview3.agilemind.com/LMS/content/work/08m6_06z_Patterns/resources/_1a7b121f18c280c/08m606_Patterns_CR1-teacher.pdf) M7: [T8 L11, Assessment](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson11_assessment/lesson11_assessment/page1.html) M8: [T5 L4, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_08z_GraphsInterpret/RES_deliver_instruction_4/deliver_instruction_4/deliver_instruction_4.html)M8: [T5 L4, MARS task](https://trainreview3.agilemind.com/LMS/content/work/03_08z_GraphsInterpret/resources/0308_GraphsInterpret_MARS_Graphs-student.pdf), [rubric](https://trainreview3.agilemind.com/LMS/content/work/03_08z_GraphsInterpret/resources/_6cf8475e1f2c94d/0308_GraphsInterpret_MARS_Graphs-teacher.pdf) |  |  |  |
| 3.3 | Assessments integrate mathematics content and the language needed to participate in the SMPs. | M6: [T13 L5, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_03z_DataDescribe/RES_deliver_instruction_5/deliver_instruction_5/deliver_instruction_5.html)See Mathematical processes & practices notesM6: [T13 L5 MARS Task](https://trainreview3.agilemind.com/LMS/content/work/07m6_03z_DataDescribe/resources/07m603_DataDescribe_MARS_SuzisCompany-student.pdf)M7: [T11 L5, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_04z_DesignExperiments/RES_deliver_instruction_5/deliver_instruction_5/deliver_instruction_5.html)See Mathematical processes & practices notesM7: [T11 L5, CR1](https://trainreview3.agilemind.com/LMS/content/work/08_04z_DesignExperiments/resources/0804_DesignExperiments_CR1-student.pdf)M8: [T7 L5, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_05z_LinearPatterns/RES_deliver_instruction_5/deliver_instruction_5/deliver_instruction_5.html)See Mathematical processes & practices noteM8: [T7 L5, MARS Task](https://trainreview3.agilemind.com/LMS/content/work/03m8_05z_LinearPatterns/resources/03m805_LinearPatterns_MARS_SquaresCircles-student.pdf) |  |  |  |
| 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. | Professional Support → Essays → [*Agile Mind’s Approach to Assessment*](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Agile_Mind_Assessment_Guide.pdf)Professional Support → Essays → [*Differentiated Instruction for Student Success*](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Differentiated_Instruction_for_Student_Success.pdf) Professional Support → Getting started with Agile Mind → [Practice & Assessments](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_video_IntroAgileMind/RES_exploring_4/exploring_4/page1.html) Professional Support → Course planning & pacing → Corequisite Support Guide ([M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_US_corequisite_guide.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CCSS_corequisite_guide.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CCSS_corequisite_guide.pdf))M6: [T1 L2, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html) See Differentiation note after p4-7M7: [T7, L9, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_deliver_instruction_9/deliver_instruction_9/deliver_instruction_9.html) See Differentiation note for page 10M8: [T13 L6, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_16z_SolvingSystemsMethods/RES_deliver_instruction_6/deliver_instruction_6/deliver_instruction_6.html) See Differentiation note for pages 9-10 |  |  |  |
| 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. | Professional Support → Essays → [*Agile Mind’s Approach to Assessment*](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Agile_Mind_Assessment_Guide.pdf)Professional Support → Interim assessments: [M6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/C/course_ms_math6_ca_z/RES_interim/ORG_interim/interim.html), [M7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/C/course_ms_math7_ca_z/RES_interim/ORG_interim/interim.html), [M8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/C/course_ms_math8_ca_z/RES_interim/ORG_interim/interim.html)[Agile Assessment Test Designs,](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#F18A6E20-C751-9F85-CF6A-59D780DA57D5/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/N/CC47F0CC-D4E2-09A2-EBE9-5582E3754080/ADC5DFA1-E354-2CEE-E983-7319BE36FFB9/aa-test-designs/aa-test-designs.html) See sample diagnostic and summative assessments for Math 6, 7, and 8.M6: [T5 L3 SAS, practice Q5-6](https://trainreview3.agilemind.com/LMS/content/work/07m6_05z_RatesRepresent/resources/07m605_RatesRepresent_B3_SAS-student.pdf)M6: [T5 L6 Practice p1-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson6_practice/lesson6_practice/page1.html)M7: [T7 L9, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_deliver_instruction_9/deliver_instruction_9/deliver_instruction_9.html)M7: [T7 L9, LA all pages](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson9_activities/lesson9_activities/page2.html)M7: [T7 Staying Sharp 1](https://trainreview3.agilemind.com/LMS/content/work/03m7_01z_RationalNumbers/resources/03m701_RationalNumbers_B1_StayingSharp-student.pdf)M8: [T2 L8, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_deliver_instruction_8/deliver_instruction_8/deliver_instruction_8.html)M8: [T2 L8, LA all pages](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson8_activities/lesson8_activities/page1.html)M8: [T2 12, Assessment](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson12_assessment/lesson12_assessment/page1.html) |  |  |  |
| 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. | Professional Support → Course planning & pacing → Corequisite Support Guide ([M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_US_corequisite_guide.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CCSS_corequisite_guide.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CCSS_corequisite_guide.pdf))M6: [T5 L3 SAS, practice Q5-6](https://trainreview3.agilemind.com/LMS/content/work/07m6_05z_RatesRepresent/resources/07m605_RatesRepresent_B3_SAS-student.pdf)M6: [T5 L6 Practice p1-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson6_practice/lesson6_practice/page1.html)M7: [T7 L9, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_deliver_instruction_9/deliver_instruction_9/deliver_instruction_9.html)M7: [T7 L9, LA all pages](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson9_activities/lesson9_activities/page2.html)M7: [T7 Staying Sharp 1](https://trainreview3.agilemind.com/LMS/content/work/03m7_01z_RationalNumbers/resources/03m701_RationalNumbers_B1_StayingSharp-student.pdf)M8: [T2 L8, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_deliver_instruction_8/deliver_instruction_8/deliver_instruction_8.html)M8: [T2 L8, LA all pages](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_lesson8_activities/lesson8_activities/page1.html)M8: [T3 L3, LA p6-7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_lesson3_activities/lesson3_activities/page6.html) and M8: [T3 L3, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_02z_Exponents/RES_deliver_instruction_3/deliver_instruction_3/deliver_instruction_3.html) See Classroom strategy note and advice for p6-7 |  |  |  |

## 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. | M6: [T1 L1, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_deliver_instruction_1/deliver_instruction_1/deliver_instruction_1.html) See Support for ELL/other special population AND Differentiation notesM6: [T5 L3, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_deliver_instruction_3/deliver_instruction_3/deliver_instruction_3.html) (and [related lesson](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07m6_05z_RatesRepresent/RES_lesson3_activities/lesson3_activities/page2.html)) See Opening and framing questions with Teacher noteM7: [T1 L2, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_2_deliver/lesson2_deliver/deliver_instruction_2.html) See Support for ELL/other special population M7: [T6 L1, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_deliver_instruction_1/deliver_instruction_1/deliver_instruction_1.html) (and [related lesson](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07_11z_IntegersMultiplyDivide/RES_lesson1_activities/lesson1_activities/page1.html)) See Teacher note and Classroom strategy noteM8: [T1 L2, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson2_activities/lesson2_activities/page4.html) M8: [T1 L2, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html) See advice for p4Professional Support → Essays → [*Teaching English Language Learners*](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/TeachingEnglishLanguageLearners.pdf) Professional Support → Essays → [*Agile Mind’s Differentiated Instruction for Student Success*](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Differentiated_Instruction_for_Student_Success.pdf) Professional Support → Course planning & pacing → Corequisite Support Guide ([M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_US_corequisite_guide.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CCSS_corequisite_guide.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CCSS_corequisite_guide.pdf))Appendix: Key learning from earlier grades (*see topics at the end of the course syllabus with instruction, practice, and assessment resources*): [M6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/C/course_ms_math6_ca_z/RES_course_syllabus/ORG_course_syllabus/syllabus.html), [M7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/C/course_ms_math7_ca_z/RES_course_syllabus/ORG_course_syllabus/syllabus.html), [M8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/C/course_ms_math8_ca_z/RES_course_syllabus/ORG_course_syllabus/syllabus.html) |  |  |  |
| 4.2 | Student materials are appropriate for use with a wide range of learners. | T1 Prepare instruction, See Teaching special populations of students [M6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_prepare_instruction/prepare_instruction/prepare_instruction.html), [M7](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_prepare_instruction/prepare_instruction/prepare_instruction.html), [M8](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_prepare_instruction/prepare_instruction_Copy/prepare_instruction.html)Professional Support → Essays → [*Teaching English Language Learners*](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/TeachingEnglishLanguageLearners.pdf) EssayProfessional Support → Essays → [*Agile Mind’s Differentiated Instruction for Student Success*](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Differentiated_Instruction_for_Student_Success.pdf) Essay |  |  |  |
| 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. | Professional Support → Essays → [*Agile Mind’s Differentiated Instruction for Student Success*](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Differentiated_Instruction_for_Student_Success.pdf) EssayM6: [T1 L2, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html) See Differentiation note and following activity guidanceM6: [T3 L10, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_deliver_instrction_10/deliver_instrction_10/deliver_instruction_10.html) and [T3 L10, LA all pages](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson10_activities/lesson10_activities/page1.html)M7: [T8 L2, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html)See the “Support for ELL/other special population” note as well as the “Fluency” note.M8: [T11 L8, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_deliver_instruction_8/deliver_instruction_8/deliver_instruction_8.html)M8: [T11 L8, LA all pages](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_lesson8_activities/lesson8_activities/page2.html) |  |  |  |
| 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). | Professional Support → Essays → [*Teaching English Language Learners*](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/TeachingEnglishLanguageLearners.pdf) Essay[Glossary](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#E1DD9365-3A49-B93F-B870-4A94FDA70A6F/G/glossary_math/Math//////c/gt/term_SlantHeight_00189/RES_content/SpanishContent/page1.html)M6: [T4 L1, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_02z_RatiosRepresent/RES_lesson1_deliver/lesson1_deliver/deliver_instruction_1.html)See Support for ELL/other special population” notesMath 7[T3 L2, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_11z_PatternsRelationships/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html)[T7 L6, Deliver instruction](https://explore.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_tx_z/Texas%20Mathematics%207//////c/T/topic_07m7_09z_ProbabilityFoundation/RES_deliver_instruction_6/deliver_instruction_6/deliver_instruction_6.html)See Support for ELL/other special population” notesM8: [T1 L1, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_deliver_instruction_1/deliver_instruction_1/deliver_instruction_1.html) |  |  |  |
| 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*. | M6: [T1 L1, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_deliver_instruction_1/deliver_instruction_1/deliver_instruction_1.html)See Support for ELL/other special population” notesM7: [T2 L4, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_deliver_instruction_4/deliver_instruction_4/deliver_instruction_4.html)See Support for ELL/other special population” notesM8: [T1 L2, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html) |  |  |  |
| 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. | M6: [T7 L6, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_06z_Patterns/RES_deliver_instruction_6/deliver_instruction_6/deliver_instruction_6.html)See last bullet and Suggested assignment M7:[T2 L4, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_deliver_instruction_4/deliver_instruction_4/deliver_instruction_4.html)See last two bullets of advice for page 3 and page 5M8: [T4 L3, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_04m8_11z_PythagoreanTheorem/RES_deliver_instruction_3/deliver_instruction_3/deliver_instruction_3.html)See advice for pages 7-8 |  |  |  |
| 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. | M6: [T1 L2, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_lesson2_activities/lesson_pages_2/page3.html)M6: [T2 L2, LA all pages](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_08z_RationalNumsAddSub/RES_lesson2_activities/lesson2_activities/page2.html)M7: [T1 L5, LA p4](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_5/lesson5_activities/page4.html)M8: [T6 L4, LA p3](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_24z_RateMotion/RES_lesson4_activities/lesson4_activities/page3.html), panel 2 |  |  |  |

## 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. | Professional Support → Course planning & pacing → Course rationale:[M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_CA_Course_Rationale.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CA_Course_Rationale.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CA_Course_Rationale.pdf)Professional Support → [Developing concepts across the grades](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_viz_essay_a1_DevelopConceptsVertically/RES_overview_essay/overview_essay/page1.html)Professional Support → [Going Beyond this course](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_viz_essay_m7_Beyond/RES_overview_essay/overview_essay/page1.html) |  |  |  |
| 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. | M6: [T1 L1, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_deliver_instruction_1/deliver_instruction_1/deliver_instruction_1.html), See p10 advice “Classroom strategy” notesM7: [T4 L2, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08_11z_PercentsApplications/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html), See “Classroom strategy” note at the beginning of the lessonM8: [T2 L9, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_08_12z_RealNumbers/RES_deliver_instruction_9/deliver_instruction_9/deliver_instruction_9.html), See p2 advice “Classroom strategy” note |  |  |  |
| 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. | Professional Support → Course planning & pacing → Scope & Sequence [M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_CA_CCSS_SS_2025-26.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CA_CCSS_SS_2025-26.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CA_CCSS_SS_2025-26.pdf)Advice for Instruction (See *Prepare instruction* and *Deliver instruction* for each topic)Math 6[T1, Prepare instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_prepare_instruction/prepare_instruction/prepare_instruction.html)[T1 L1, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_deliver_instruction_1/deliver_instruction_1/deliver_instruction_1.html)Math 7[T1, Prepare instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_prepare_instruction/prepare_instruction/prepare_instruction.html)[T1 L1, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_07m7_04z_RatiosUse/RES_lesson_1_deliver/lesson1_deliver/deliver_instruction_1.html)Math 8[T1, Prepare instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_prepare_instruction/prepare_instruction_Copy/prepare_instruction.html)[T1 L1, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_deliver_instruction_1/deliver_instruction_1/deliver_instruction_1.html) |  |  |  |
| 5.4 | A curriculum guide for the academic instructional year. | Professional Support → Course planning & pacing → Scope & Sequence [M6](https://trainreview3.agilemind.com/LMS/content/work/ms_math6_ca_z/resources/Math6_CA_CCSS_SS_2025-26.pdf), [M7](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/Math7_CA_CCSS_SS_2025-26.pdf), [M8](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/Math8_CA_CCSS_SS_2025-26.pdf)Advice for Instruction (See *Prepare instruction* and *Deliver instruction* for each topic)  |  |  |  |
| 5.5 | Answer keys for any workbooks, quizzes, or other related student activities, where appropriate. | M6: [T3 L4, SAS answer key](https://trainreview3.agilemind.com/LMS/content/work/07_18z_RationalNumsMultDiv/resources/_c2dae8e97ddd9b5/0718_RationalNumsMultDiv_B4_SAS-teacher.pdf)M6: [T3, Staying Sharp 1 answer key](https://trainreview3.agilemind.com/LMS/content/work/07_18z_RationalNumsMultDiv/resources/_c2dae8e97ddd9b5/0718_RationalNumsMultDiv_B1_StayingSharp-teacher.pdf)M7: [T8 11, *Assessment* answer page](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson11_assessment/lesson11_assessment/answers.html)M8: T5 L4, [Rubric](https://trainreview3.agilemind.com/LMS/content/work/03_08z_GraphsInterpret/resources/_6cf8475e1f2c94d/0308_GraphsInterpret_MARS_Graphs-teacher.pdf) for [MARS Task: Graphs](https://trainreview3.agilemind.com/LMS/content/work/03_08z_GraphsInterpret/resources/0308_GraphsInterpret_MARS_Graphs-student.pdf)M8: [T5 CR1 answer key](https://trainreview3.agilemind.com/LMS/content/work/03_08z_GraphsInterpret/resources/_6cf8475e1f2c94d/0308_GraphsInterpret_CR1-teacher.pdf) |  |  |  |
| 5.6 | Materials make use of concrete representations, including manipulatives, audiovisual, multimedia, and interactive technology resources that support instruction of the CA CCSSM, and include clear instructions in their use for teachers and students. Where materials integrate technology – such as interactive tools, virtual manipulatives/objects, and / or dynamic mathematics software – they do so in ways that engage students in applying the standards. | M6: [T7 L2, LA p4-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_26_09z_ExtendNumberSystem/RES_lesson2_activities/lesson2_activities/page4.html) (see interactive number line on page 4 and animation panels 1-3 on page 5) and related Deliver instruction advice for p4-5M7: [T8 L2, LA p9](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_17_12z_EquationsInequalities/RES_lesson2_activities/lesson2_activities/page9.html) and Deliver instruction advice (page 8 sets up p9 interactivity)M8: [T1 L9, LA p2](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_07m8_15z_TransformGeomIntro/RES_lesson9_activities/lesson9_activities/page2.html) and Deliver instruction advice for p2 |  |  |  |
| 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. | Math 6:[T3 L5, Practice p1](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_lesson_5_practice/lesson_5_practice/page1.html)[T3 L5, SAS](https://trainreview3.agilemind.com/LMS/content/work/07_18z_RationalNumsMultDiv/resources/0718_RationalNumsMultDiv_B5_SAS-student.pdf) See Q5-9[T3 CR1](https://trainreview3.agilemind.com/LMS/content/work/07_18z_RationalNumsMultDiv/resources/0718_RationalNumsMultDiv_CR1-student.pdf)Math 7:[T7 L1, Practice p1-5](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_03m7_01z_RationalNumbers/RES_lesson1_practice/lesson1_practice/page1.html)[T7 L1, SAS See Q12-13](https://trainreview3.agilemind.com/LMS/content/work/03m7_01z_RationalNumbers/resources/03m701_RationalNumbers_B1_SAS-student.pdf)[T7 Staying Sharp 1](https://trainreview3.agilemind.com/LMS/content/work/03m7_01z_RationalNumbers/resources/03m701_RationalNumbers_B1_StayingSharp-student.pdf)Math 8:[T12 L2, Practice p1-6](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_15z_SolvingSystems/RES_lesson2_practice/lesson2_practice/page1.html)[T12 L2, SAS See Q5](https://trainreview3.agilemind.com/LMS/content/work/03_15z_SolvingSystems/resources/0315_SolvingSystems_B2_SAS-student.pdf) |  |  |  |
| 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. | M6: [T11, CR1](https://trainreview3.agilemind.com/LMS/content/work/07m6_17z_3DShapesVolume/resources/_3b1b90e1ebf5cab/07m617_3DShapesVolume_CR1-teacher.pdf)M7: Professional Support → Essays → [*Learning from Student Work: MARS Task: Cereal*](https://trainreview3.agilemind.com/LMS/content/work/ms_math7_ca_z/resources/MARS_task_Cereal.pdf)M8: Professional Support → Essays → [*Learning from Student Work: MARS Task: Squares and Circles*](https://trainreview3.agilemind.com/LMS/content/work/ms_math8_ca_z/resources/MARS_task_Squares_and_circles.pdf) |  |  |  |
| 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. | M6: [T1 L8, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_08m6_10z_RationalNumbersOps/RES_deliver_instruction_8/deliver_instruction_8/deliver_instruction_8.html) advice for p4 and p7, See Language strategy notesM7: [T2 L2, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_05z_RatiosRates/RES_deliver_instruction_2/deliver_instruction_2/deliver_instruction_2.html) advice for p6, See Language strategyM8: [T11 L1, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03_13z_LinearEquations/RES_deliver_instruction_1/deliver_instruction_1/deliver_instruction_1.html) advice for p2-3, See Language strategy |  |  |  |
| 5.10 | Teacher guidance that contains explanations and examples of mathematics concepts. | Professional Support → [Developing concepts across the grades](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_viz_essay_a1_DevelopConceptsVertically/RES_overview_essay/overview_essay/page1.html)Professional Support → [Going Beyond this course](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_viz_essay_m7_Beyond/RES_overview_essay/overview_essay/page1.html)M6: [T3 L6, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math6_ca_z/California%20Mathematics%206//////c/T/topic_07_18z_RationalNumsMultDiv/RES_deliver_instrction_6/deliver_instrction_6/deliver_instruction_6.html), See Teacher NoteM7: [T14 L7, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math7_ca_z/California%20Mathematics%207//////c/T/topic_08m7_14z_PrismsPyramids/RES_deliver_instruction_7/deliver_instruction_7/deliver_instruction_7.html), See p2 Teacher CornerM8: [T9 L1, Deliver instruction](https://trainreview3.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_ms_math8_ca_z/California%20Mathematics%208//////c/T/topic_03m8_12z_LinearDataModels/RES_deliver_instruction_1/deliver_instruction_1/deliver_instruction_1.html), See p4 Teacher Note |  |  |  |

California Department of Education, October 2024