

Vendor: Houghton Mifflin Harcourt

Title: Intro Math

You may watch the Textbook Commission appeals hearing here: <https://www.youtube.com/watch?v=lwoUx2W5bgY>. Houghton Mifflin Harcourt begins at 1:36:28.

Grade Level/ Course	Instructional Focus	Reviewer Comments (Instructional Focus)	Mathematical Practices	Reviewer Comments (Mathematical Practices)	Accessibility Features	Reviewer Comments (Accessibility Features)
K	89%	<ul style="list-style-type: none"> <li>Mathematical Progressions are located at the beginning of each lesson. -Prior Learning, Current Development, Future Connections</li> <li>Tasks are embedded throughout each unit. Performance task assessments are provided at the end of each unit.</li> <li>Materials include instruction which leads to students experiencing the depth of rigor called for in the IFDs.</li> <li>There are some standards that do not offer students opportunities to use manipulates or use concrete objects for building conceptual understanding</li> </ul>	83%	<ul style="list-style-type: none"> <li>“Turn and Talk” and “Build Shared Understanding” have students share how they solved problems. Students explain why they chose a specific strategy or tool. As part of the wrap up for each lesson, students are asked to "Put it in Writing."</li> <li>Each lesson has a language objective, key academic vocabulary, and a connect to vocabulary section that refers students to use the Interactive Glossary, Math Readers, and vocabulary review.</li> </ul>	92%	<ul style="list-style-type: none"> <li>Language Routines, Linguistic Notes, EL-support sense-making, optimize output, connect math ideas, reasoning, and language, cultivate conversation, Diagnostic assessment offers intervention materials at beginning of each module.</li> <li>Small group and Math Center Options for differentiation, Tabletop Flipchart Mini Lesson for Tier Intervention, Reteach and Challenge Blackline Masters.</li> </ul>
1	87%	<ul style="list-style-type: none"> <li>Mathematical Progressions are located at the beginning of each lesson. -Prior Learning, Current Development, Future Connections</li> <li>Tasks are embedded throughout each unit. Performance task assessments are provided at the end of each unit.</li> <li>Materials include instruction which leads to students experiencing the depth of rigor called for in the IFDs.</li> <li>There are some standards that do not offer students opportunities to use manipulates or use concrete objects for building conceptual understanding</li> </ul>	88%	<ul style="list-style-type: none"> <li>“Turn and Talk” and “Build Shared Understanding” have students share how they solved problems. Students explain why they chose a specific strategy or tool. As part of the wrap up for each lesson, students are asked to "Put it in Writing."</li> <li>Each lesson has a language objective, key academic vocabulary, and a connect to vocabulary section that refers students to use the Interactive Glossary, Math Readers, and vocabulary review.</li> </ul>	92%	<ul style="list-style-type: none"> <li>Language Routines, Linguistic Notes, EL-support sense-making, optimize output, connect math ideas, reasoning, and language, cultivate conversation, Diagnostic assessment offers intervention materials at beginning of each module.</li> <li>Small group and Math Center Options for differentiation, Tabletop Flipchart Mini Lesson for Tier Intervention, Reteach and Challenge Blackline Masters.</li> </ul>
2	85%	<ul style="list-style-type: none"> <li>Mathematical Progressions are located at the beginning of each lesson. -Prior Learning, Current Development, Future Connections</li> </ul>	88%	<ul style="list-style-type: none"> <li>“Turn and Talk” and “Build Shared Understanding” have students share how they solved problems. Students explain why they chose a specific strategy or tool. As part of</li> </ul>	92%	<ul style="list-style-type: none"> <li>Language Routines, Linguistic Notes, EL-support sense-making, optimize output, connect math ideas, reasoning, and language, cultivate conversation, Diagnostic assessment</li> </ul>

		<ul style="list-style-type: none"> <li>• Tasks are embedded throughout each unit. Performance task assessments are provided at the end of each unit.</li> <li>• Materials include instruction which leads to students experiencing the depth of rigor called for in the IFDs.</li> <li>• There are some standards that do not offer students opportunities to use manipulates or use concrete objects for building conceptual understanding</li> </ul>		<p>the wrap up for each lesson, students are asked to "Put it in Writing."</p> <ul style="list-style-type: none"> <li>• Each lesson has a language objective, key academic vocabulary, and a connect to vocabulary section that refers students to use the Interactive Glossary, Math Readers, and vocabulary review.</li> </ul>		<p>offers intervention materials at beginning of each module.</p> <ul style="list-style-type: none"> <li>• Small group and Math Center Options for differentiation, Tabletop Flipchart Mini Lesson for Tier Intervention, Reteach and Challenge Blackline Masters.</li> </ul>
3	93%	<ul style="list-style-type: none"> <li>• Text provides mathematical progression at the beginning of each lesson linking lessons from prior and future grade levels as well as an activate prior knowledge warm up option.</li> <li>• Text has many practice problems that are in context which allows students to apply mathematical reasoning gained in lessons instead of just repeating a procedure.</li> <li>• Every lesson has common errors indicated and provides guidance on how to intervene.</li> <li>• There are a few spiraled review questions included in the Independent Practice and Homework. Some do not review grade-level standards. The lessons are sequenced in a way where connections are frequently being made to previous learning.</li> </ul>	92%	<ul style="list-style-type: none"> <li>• Every lesson has a 'professional learning' section that highlights a SMP and explains how it is embedded in the lesson.</li> <li>• There are vocabulary terms/concepts included that are not aligned to grade-level standards or not sufficiently focused on. These include the following: expanded notation, division algorithm, base, dimension, quadrant, coordinate plane, category, sub-category, hierarchy.</li> </ul>	92%	<ul style="list-style-type: none"> <li>• Materials are available in digital form, but I was unable to find a printable option for online material. HMH provides consumable booklets with the same material in the Into Math Curriculum.</li> </ul>
4	93%	<ul style="list-style-type: none"> <li>• Text provides mathematical progression at the beginning of each lesson linking lessons from prior and future grade levels as well as an activate prior knowledge warm up option.</li> <li>• Text has many practice problems that are in context which allows students to apply mathematical reasoning gained in lessons instead of just repeating a procedure.</li> <li>• Every lesson has common errors indicated and provides guidance on how to intervene.</li> <li>• There are a few spiraled review questions included in the</li> </ul>	92%	<ul style="list-style-type: none"> <li>• Every lesson has a 'professional learning' section that highlights a SMP and explains how it is embedded in the lesson.</li> <li>• There are vocabulary terms/concepts included that are not aligned to grade-level standards or not sufficiently focused on. These include the following: expanded notation, division algorithm, base, dimension, quadrant, coordinate plane, category, sub-category, hierarchy.</li> </ul>	92%	<ul style="list-style-type: none"> <li>• Materials are available in digital form, but I was unable to find a printable option for online material. HMH provides consumable booklets with the same material in the Into Math Curriculum.</li> </ul>

		Independent Practice and Homework. Some do not review grade-level standards. The lessons are sequenced in a way where connections are frequently being made to previous learning.				
5	93%	<ul style="list-style-type: none"> <li>Text provides mathematical progression at the beginning of each lesson linking lessons from prior and future grade levels as well as an activate prior knowledge warm up option.</li> <li>Text has many practice problems that are in context which allows students to apply mathematical reasoning gained in lessons instead of just repeating a procedure.</li> <li>Every lesson has common errors indicated and provides guidance on how to intervene.</li> <li>There are a few spiraled review questions included in the Independent Practice and Homework. Some do not review grade-level standards. The lessons are sequenced in a way where connections are frequently being made to previous learning.</li> </ul>	96%	<ul style="list-style-type: none"> <li>Every lesson has a 'professional learning' section that highlights a SMP and explains how it is embedded in the lesson.</li> <li>There are vocabulary terms/concepts included that are not aligned to grade-level standards or not sufficiently focused on. These include the following: expanded notation, division algorithm, base, dimension, quadrant, coordinate plane, category, sub-category, hierarchy.</li> </ul>	92%	<ul style="list-style-type: none"> <li>Materials are available in digital form, but I was unable to find a printable option for online material. HMH provides consumable booklets with the same material in the Into Math Curriculum.</li> </ul>
6	79%	<ul style="list-style-type: none"> <li>Teacher materials indicate common errors within “spark your learning tasks”. Teacher materials provide turn and talk questions for when students are struggling with lesson topics.</li> <li>Connections to prior learning are noted in the teacher materials at the beginning of each lesson.</li> <li>Connections to prior content are clearly identified and related to grade-level work: mathematical progressions under teaching for success are found at the beginning of modules and lessons.</li> <li>There are opportunities present to work problems in each lesson; most problem sets cover the breadth of the standards and are aligned to expectations.</li> </ul>	92%	<ul style="list-style-type: none"> <li>There are turn and talk prompts present throughout teacher materials. There are frequent items in the student materials that ask students to explain or justify their thinking.</li> <li>Math practice standards are explicitly identified in teacher materials; implied, but not explicitly notated in student materials except in glossary.</li> </ul>	83%	<ul style="list-style-type: none"> <li>Materials include recommended support for SWDs and ELLs. Materials use three read strategies and turn and talk throughout. Materials offer small group and math center options. Materials include leveled questions for teachers and differentiation worksheet options.</li> <li>Evidence of recommended supports: Language routines, EL support, extensions and remediations for some tasks; small group differentiated instruction support; reteaching options outlined; no explicit modifications for assessments or problem sets; limited read aloud capability on digital platform.</li> </ul>
7	81%	<ul style="list-style-type: none"> <li>Teacher materials indicate common errors within “spark your learning tasks”. Teacher</li> </ul>	88%	<ul style="list-style-type: none"> <li>There are turn and talk prompts present throughout teacher materials. There are frequent items</li> </ul>	83%	<ul style="list-style-type: none"> <li>Materials include recommended support for SWDs and ELLs. Materials use “three reads strategies” and turn and talks throughout.</li> </ul>

		<p>materials provide turn and talk questions for when students are struggling with lesson topics.</p> <ul style="list-style-type: none"> <li>• Connections to prior learning are noted in the teacher materials at the beginning of each lesson.</li> <li>• Connections to prior content are clearly identified and related to grade-level work: mathematical progressions under teaching for success are found at the beginning of modules and lessons.</li> <li>• There are opportunities present to work problems in each lesson; most problem sets cover the breadth of the standards and are aligned to expectations.</li> </ul>		<p>in the student materials that ask students to explain or justify their thinking.</p> <ul style="list-style-type: none"> <li>• Math practice standards are explicitly identified in teacher materials; implied, but not explicitly notated in student materials except in the glossary.</li> </ul>		<p>Materials offer small group and math center options. Materials include leveled questions for teachers and differentiation worksheet options.</p> <ul style="list-style-type: none"> <li>• Evidence of recommended supports: Language routines, EL support, extensions and remediations for some tasks; small group differentiated instruction support; reteaching options outlined; no explicit modifications for assessments or problem sets; limited read aloud capability on digital platform.</li> </ul>
8	81%	<ul style="list-style-type: none"> <li>• Teacher materials indicate common errors within “spark your learning tasks”. Teacher materials provide turn and talk questions for when students are struggling with lesson topics.</li> <li>• Connections to prior learning are noted in the teacher materials at the beginning of each lesson.</li> <li>• Connections to prior content are clearly identified and related to grade-level work: mathematical progressions under teaching for success are found at the beginning of modules and lessons.</li> <li>• There are opportunities present to work problems in each lesson; most problem sets cover the breadth of the standards and are aligned to expectations.</li> </ul>	88%	<ul style="list-style-type: none"> <li>• There are turn and talk prompts present throughout teacher materials. There are frequent items in the student materials that ask students to explain or justify their thinking.</li> <li>• Math practice standards are explicitly identified in teacher materials; implied, but not explicitly notated in student materials except in the glossary.</li> </ul>	83%	<ul style="list-style-type: none"> <li>• Materials include recommended support for SWDs and ELLs. Materials use “three reads strategies” and turn and talks throughout. Materials offer small group and math center options. Materials include leveled questions for teachers and differentiation worksheet options.</li> <li>• Evidence of recommended supports: Language routines, EL support, extensions and remediations for some tasks; small group differentiated instruction support; reteaching options outlined; no explicit modifications for assessments or problem sets; limited read aloud capability on digital platform.</li> </ul>
Algebra 1	94%	<ul style="list-style-type: none"> <li>• There are mathematical progressions before each unit and before each lesson in the Teacher’s Edition. It not only goes backwards, but forwards as well, providing vertical alignment.</li> <li>• There are “Leveled Questions” in each lesson, which not only gives you the question for the DOK, but also what the student’s answer tells you about what they know. There is a sample guided discussion to help teachers know</li> </ul>	88%	<ul style="list-style-type: none"> <li>• The SMPs are embedded in the teacher’s edition but are not explicitly mentioned in the student edition.</li> <li>• Vocabulary is highlighted in the student textbook. In the teacher’s textbook, there are some “Connect to Vocabulary” with the Math Practices in the lessons.</li> <li>• SMPs are identified at the beginning of each lesson. SMP are tagged on each “task” in the notes section of each lesson.</li> </ul>	83%	<ul style="list-style-type: none"> <li>• There are supports present in the teacher’s edition for a variety of learners. There are also Professional Learning Cards present for academic discourse and Language Development.</li> <li>• EL support is found in each module opening with at least 2 other supports in each lesson. Small group differentiation is available at the beginning of each lesson as well as in reteaching and challenge options in each lesson. Explicit SWD support was not found, but multiple entry points are present with guiding questions. teachers may use to direct student learning.</li> </ul>

		<p>what areas the student will struggle.</p> <ul style="list-style-type: none"> <li>Misconceptions are provided for select problems in each lesson, called "Watch for Common Errors". Teachers are provided with guidance on how to support student learning.</li> <li>Multiple tasks are present in each lesson, module (chapter), and unit.</li> <li>All units (modules) have more than 3 tasks. Some of the tasks have different strategies and/or representations.</li> </ul>		<ul style="list-style-type: none"> <li>Vocabulary is in the introduction of each section and bold in narrative. Some terms in the TN State Standards are not in the claimed sections. This occurred more where standards are revised for clarity (ex. One-to-one).</li> </ul>		
Geometry	94%	<ul style="list-style-type: none"> <li>There are mathematical progressions before each unit and before each lesson in the Teacher's Edition. It not only goes backwards, but forwards as well, providing vertical alignment.</li> <li>There are "Leveled Questions" in each lesson, which not only gives you the question for the DOK, but also what the student's answer tells you about what they know. There is a sample guided discussion to help teachers know what areas the student will struggle.</li> <li>Misconceptions are provided for select problems in each lesson, called "Watch for Common Errors". Teachers are provided with guidance on how to support student learning.</li> <li>Multiple tasks are present in each lesson, module (chapter), and unit.</li> <li>All units (modules) have more than 3 tasks. Some of the tasks have different strategies and/or representations.</li> </ul>	88%	<ul style="list-style-type: none"> <li>The SMPs are embedded in the teacher's edition but are not explicitly mentioned in the student edition.</li> <li>Vocabulary is highlighted in the student textbook. In the teacher's textbook, there are some "Connect to Vocabulary" with the Math Practices in the lessons.</li> <li>SMPs are identified at the beginning of each lesson. SMP are tagged on each "task" in the notes section of each lesson.</li> <li>Vocabulary is in the introduction of each section and bold in narrative. Some terms in the TN State Standards are not in the claimed sections. This occurred more where standards are revised for clarity (ex. One-to-one).</li> </ul>	83%	<ul style="list-style-type: none"> <li>There are supports present in the teacher's edition for a variety of learners. There are also Professional Learning Cards present for academic discourse and Language Development.</li> <li>EL support is found in each module opening with at least 2 other supports in each lesson. Small group differentiation is available at the beginning of each lesson as well as in reteaching and challenge options in each lesson. Explicit SWD support was not found, but multiple entry points are present with guiding questions. teachers may use to direct student learning.</li> </ul>
Algebra 2	94%	<ul style="list-style-type: none"> <li>There are mathematical progressions before each unit and before each lesson in the Teacher's Edition. It not only goes backwards, but forwards as well, providing vertical alignment.</li> <li>There are "Leveled Questions" in each lesson, which not only gives you the question for the DOK, but also what the student's answer tells you about what they know.</li> </ul>	88%	<ul style="list-style-type: none"> <li>The SMPs are embedded in the teacher's edition but are not explicitly mentioned in the student edition.</li> <li>Vocabulary is highlighted in the student textbook. In the teacher's textbook, there are some "Connect to Vocabulary" with the Math Practices in the lessons.</li> <li>SMPs are identified at the beginning of each lesson. SMP are tagged on</li> </ul>	83%	<ul style="list-style-type: none"> <li>There are supports present in the teacher's edition for a variety of learners. There are also Professional Learning Cards present for academic discourse and Language Development.</li> <li>ELL support is found in each module opening with at least 2 other supports in each lesson. Small group differentiation is available at the beginning of each lesson as well as in reteaching and challenge options in each lesson. Explicit SWD support was not found, but</li> </ul>

		<p>There is a sample guided discussion to help teachers know what areas the student will struggle.</p> <ul style="list-style-type: none"><li>• Misconceptions are provided for select problems in each lesson, called "Watch for Common Errors". Teachers are provided with guidance on how to support student learning.</li><li>• Multiple tasks are present in each lesson, module (chapter), and unit.</li><li>• All units (modules) have more than 3 tasks. Some of the tasks have different strategies and/or representations.</li></ul>		<p>each "task" in the notes section of each lesson.</p> <ul style="list-style-type: none"><li>• Vocabulary is in the introduction of each section and bold in narrative. Some terms in the TN State Standards are not in the claimed sections. This occurred more where standards are revised for clarity (ex. One-to-one).</li></ul>		<p>multiple entry points are present with guiding questions. teachers may use to direct student learning.</p>
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